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Vol. III, No. 10

The Organization and Administration of Physical Education . . . . . John Guy Fowlkes

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The Long and Short of the Carriage Business . . . James Frederick Rogers, M.D.

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An Opportunity and a Challenge . . . Eugene W. Nixon

The Spiritual Dance . . . . . Ruth St. Denis

Why Physical Education is a Way of Education . . . . . David K. Brace, Ph.D.

Age, Height, and Weight as Classification Factors Frederick W. Cozens and N. P. Neilson

Physical Education for Girls . . . . . Florence A. Somers

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Around the Country with J. E. Rogers

Eastern District News

Mid-West District News

Physiology at the Service of Physical Education . . . . . A. H Steinhaus

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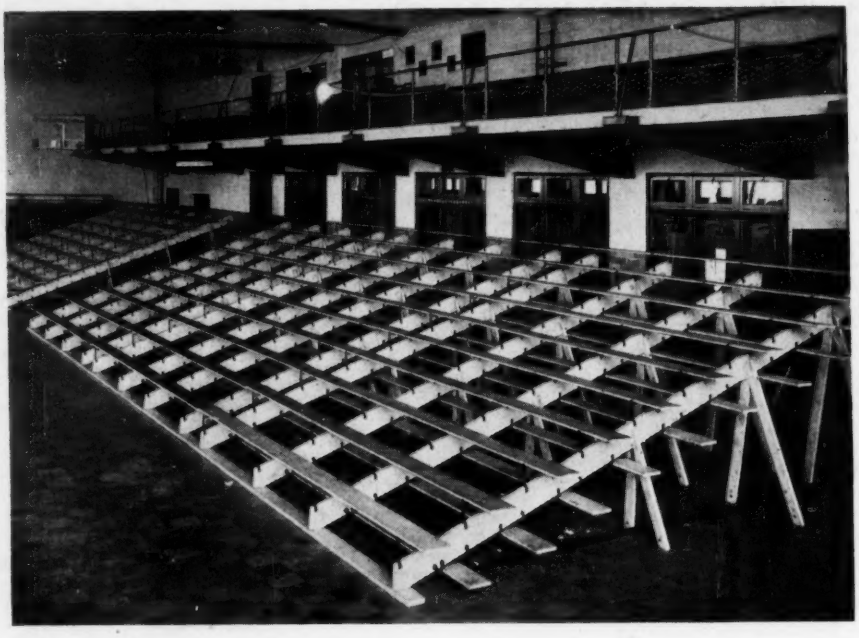

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E. D. MITCHELL, Editor

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The Organization and Administration of Physical Education

By

JOHN GUY FOWLKES

Professor of Education, University of Wisconsin

Introduction

PHYSICAL education is emerging from the status of an educational extra to the rôle of a star performer.* Proof of this statement is immediately available in the present day physical education laws for elementary and secondary schools, in the unprecedented attention directed to physical education in colleges and universities, and the increasing number who engage in large-muscle athletic activities. But as is usually the case in a pioneer movement, physical educators have been so occupied with getting things done that the administrative structures which control and direct physical education are in keeping neither with the basic principles of sound organization nor effective and smooth administration.

What Society Should Expect from Physical Education

As is true of any service rendered by any educational institution, a sound philosophy concerning the organization and administration of physical education can be developed only upon the basis of the peculiar service the field is to render to society. What then should society expect from physical education in elementary schools, in secondary schools, and in colleges and universities? Physical education in the elementary school should first provide conditions under which boys and girls of sound body will have ample opportunity to develop motor skills in such a way that their bodies will continue as healthy biological structures. In addition, during the elementary school, the basic factors concerning what was formerly described as physiology, hygiene, first aid, and the basic principles of public sanitation should be presented. The first basic objective in physical education suggested for the elementary school implies a machinery whereby at the earliest possible level careful inventory is taken of the physical condition of elementary school pupils. Upon the basis of such an inventory will immediately come the first group mentioned, namely, the normal healthy children. At the same time there will be revealed a group of children suffering from minor organic and mechanical imperfections for whom an effective corrective program must be developed. In addition, to these two groups there will be some children suffering from rather serious physical handicaps either of a congenital nature or acquired so soon after birth as to already have established serious physical handicaps. Obviously, the ultimate aim for this group must be complete cure when possible and where such is not the case a modification of any physical defect which is at all feasible.

As I believe is true at all school levels, physical education in the elementary school should be administratively responsible for the program of all extra-curricular activities involving definite physical exercise. It is realized that this suggestion may appear in contradiction to the tendency which exists in some quarters towards the creation of a technical director of school activities. This tendency seems to me to be exceedingly unfortunate and the quicker physical educators are recognized as the logical agency for the types of activities mentioned, the quicker a well-balanced, synchronized program of activities will be operative.

The basis for life lasting habits of physical exercise should be laid in the elementary school. When it is possible, tennis, golf, skating, tobogganning, swimming, boxing, rowing, canoeing, riding, and any or all other adult forms of physical exercise should be provided at the elementary school. It is realized that few if any of these activities are now offered at the elementary school level. It seems clear that definite progress will be made towards the establishment of permanent habits of physical exercise only if such habits are formed at the elementary age levels. Dancing, including both interpretative and social dancing, should be offered. A reasonable amount of the traditional types of gymnasium and playground games should be retained, but the emphasis on these should be much lighter than is the case at present. Enough formal physical exercises in the form of marching maneuvers and setting up exercises should be included to insure the desirable disciplinary benefits from such activities. Here again, however, care should be taken not to train elementary school pupils so that expert circus performances result. It is extremely questionable as to whether formally organized athletic teams should be allowed at the elementary school level. If such are permitted, certainly they should be free from the attending characteristics of varsity competition so

*A paper given at the Annual Convention of the Mid-West District Association of Physical Education held at Columbus, Ohio, March 30-April 2, 1932.

strongly evidenced in secondary schools and colleges. Such is the general picture of what I, as a layman, should like to see offered by physical education in the elementary school. Let us now turn our attention to the program of the secondary school.

The offering in physical education at the secondary school level should be a projection of the program suggested for the elementary school. To be sure, certain modifications will be essential, particularly in the direction and organization of school teams of various sorts and interschool athletic contests. In the secondary school, it is my belief that a still greater emphasis must be given to preventive health education and likewise an increasing attention directed at the general problems of public health. Here again, the department of physical education should be responsible for the organization and administration of the activities program, that is for the section of the program involving physical activities such as hiking, Boy Scouts, etc.

Physical Education at the College Level

It is my belief that the offering of physical education at the college level should definitely be based upon careful analyses of the special needs, tastes, and skills of college students. Universal required work, interpreted even as liberally as it is now should not be continued. The problem of sex education which has been presented in a general way at the secondary school level should be treated in a highly scientific and dignified fashion in the college course, being offered jointly by the School of Medicine, Department of Biology, and School of Physical Education. Varsity competition should be continued, but as will later be pointed out, not as a substitute for the performance of the old Coliseum arena but as an integral part of the balanced program of physical education.

The Selection of Physical Educators

The question of who will enter the profession of physical education is more important at the present time than ever before. The increasing responsibility of physical education in community recreational programs as well as the school's offerings makes it essential that physical educators be a group of a superior type. The selective process has operated much more effectively at the college level with respect to physical educators than it has in the elementary and secondary schools. Definite steps should be taken towards the selection of prospective physical educators. Although the establishment on a statistical basis of a dead line is dangerous, it is my belief that physical educators along with all other teachers should represent the highest 40 per cent in scholarship and personality. It is realized that the objective measurement of personality is practically impossible at present. At the same time, it should be fully realized that definite conditioning of personality can be effected within a two-year period. Provision for such conditioning should be an integral part of the professional education of every prospective physical educator.

Care should likewise be taken to include a rich background of general education in the professional work of physical educators. As a matter of fact the program for professional educators should include a minimum of four years' work, the first two of which should be practically the same as that of any other prospective teacher. At least two years, and perhaps three years, should be given to general education. These first two years of college work should be devoted to a study of literature (largely English), science (including both the natural and applied sciences), mathematics, the fine arts, and the social studies (including history, sociology, philosophy, political science, and economics). The work in these first two years should not consist of the hopeless snowball type of unrelated fact collections as now exist in most of our colleges and universities. Facts in these fields should be included, plenty of them, but the first two years' work should in reality be a period of exposure to the application of knowledge as it appears in the pulsating life of the past and present generations. In other words, geology, physics, chemistry, etc., should be presented during these first two years not in preparation either for the teaching or technical practice of these sciences, but rather in such a fashion as to awaken a person to the romance and influence of these sciences upon contemporary civilization. The courses in science should include a minimum amount of laboratory work and a maximum amount of demonstrations and interpretations of the significance of life in this so-called machine age. Parallel with these things, rich experience in appreciative reading in science should be included.

Those who are committed to a fused body of subject matter and activities bearing the title of social science covering the social studies will probably take violent issue with the recognition of the distinct classifications of history, sociology, etc. It seems to matter little what label is tied to the work done in the social studies. Quite as many mistakes may be committed, and in my opinion, are committed, in classes called social science classes as in those called history, civics, etc. The important matter is that prospective teachers should be exposed to a series of experiences which will furnish a basis for an intelligent understanding of existing conditions, the ability to evaluate existing conditions, and the ability to improve such conditions.

The work in mathematics should be of a type which up to the present has been rather generally neglected. The type of work needed is that of an interpretation of the basic concepts of mathematics rather than an exclusive emphasis upon the computative aspects of mathematics. Mathematics as a mode of thinking or mathematics as a major unit of philosophy is needed in the lives of the average layman much more than the ability to employ mathematics in a computative fashion. Much work is needed in this phase of mathematics at the secondary school level and early years in college. The problem should be attacked most carefully by several competent mathematicians.

All teachers should have a rich background in the fine arts. This in no way implies that such a background should necessarily produce a high skill of performance in the fine arts. It does imply that professional educators should be sensitive to the potential influence of fine arts with respect to both individuals and social groups. Such a training as is suggested should include a variety of courses in art history and appreciation.

The type of work recommended for the first two years involves a fundamental revision of the existing offering in most colleges and universities. It involves the abandonment of vested interests as reflected in course requirements and the abandonment of the existing academic sovereignty of isolated scholars. It involves the creation of new types of college activities and experiences. The writer realizes that the traditional scholar may be inclined to look with disfavor upon the suggestion made. An easy thing for the scholars to do is to say that "soft pedagogy" is being peddled again. Such is not the case. The type of courses recommended for the first two years of work should have all the substance and solidity any course could have. But college teachers along with elementary and secondary school teachers must interject the spirit of "activity programs," "purposive thinking," and motivation into their offerings. More attention must be given in college to the development of appreciations and how facts are used in the interpretation and solution of life's problems. It is believed that the type of work suggested would more nearly develop individuals qualified to guide boys and girls. The definite training for physical educators should be the joint result of Departments of Education and Departments of Physical Education.

The Budgetary Status of Physical Education

As is true of any unit of any organization, a sound budgetary status for physical education is essential for its effective operation. Up to the present, physical education at all school levels has been more or less of an educational orphan so far as adequate financial support is concerned. In the elementary and secondary schools, mongrel funds derived by means of candy sales, school minstrels, and similar sources often represent playground equipment and even essential gymnasium equipment. At the college level the equipment of physical education for men and women alike on the whole is sadly limited and antiquated. The somewhat luxurious equipment provided for varsity competitors is in many cases financed and controlled by agencies entirely beyond the jurisdiction of the college and university administrators and sometimes eludes the control of even ardent alumni. Any activity which is operated by any school should be on the same budgetary status as all other activities.

It is just as logical even though it be less expedient to give programs to pay for laboratory equipment in connection with the teaching of science and to set up a distinct science fund as it is to finance varsity athletics in the manner in which they are financed in many places. Monetary receipts and deficits alike for all school offerings should be supervised and administered by the regular institutional administration. Some of the activities which have been suggested as regular offerings of physical education may have sounded extravagant and far fetched, but would a golf course be any more extravagant for a high school than the expensive apparatus purchased for laboratory work in many fields by boys and girls who will derive no vocational benefit from such work and little if any cultural benefit? It is believed that physical educators should direct their energies toward the establishment of a sound budgetary organization for physical education in such a way that early and complete reorganization of the financial status of this field takes place within a short time.

How Much Physical Education Should Be Required?

The question of whether physical education should be required in the elementary, secondary, and college levels alike is a matter which needs serious attention. It has been traditionally established that physical education should be required at least through the second year of college work. As this group probably knows, the requirement of physical education at the University of Wisconsin has recently been modified and the required program is to be contingent upon what seems to be the specific individual needs. The question of how much physical education should be required should be settled upon the same kind of basis as is utilized in determining the amount of required work in any other school offering. It seems evident that no longer can any college unit be required on the basis of vested interests alone. Neither will the attitude of something being required from a disciplinary standpoint suffice as a valid criterion for requirement. If physical exercise is to be made available for all, it seems to me that physical education as a required subject can plead a good case. It is predicted that the question of physical education as a required subject in college will be considered a good deal more closely throughout the country during the next few years.

Relation of Physical Education to Other School Offerings

For a good many years, it has seemed that physical education has not exerted the influence that it should throughout the entire school curriculum. This failure has been due, first, to the lack of the necessary administrative machinery in the form of various curriculum committees on which physical education is prominently represented. This failure has been due in the second place to a lack of effort from departments of physical education to render service throughout the school. It is recommended that in the elementary schools, secondary schools, and colleges alike, a number of standing curriculum committees be appointed. Some of these basic curriculum committees might well be as follows: a committee on the social studies, a committee on the

(Continued on page 56)

A cool plunge and swim in Lake Cohasset suits these Camp Fire Girls

"Hold on to Health"

A Law of the Camp Fire Girls

By

C. FRANCES LOOMIS

Editor, Department of Publications, Camp Fire Girls

The seventh of a series of articles explaining the origin, purpose, and program of national organizations in the fields of health, physical education, and recreation.

The Positive Health Philosophy of the Camp Fire Girls

Seek Beauty
Give Service
Pursue Knowledge
Be Trustworthy
Hold on to Health
Glorify Work
Be Happy

THIS is the Law of the Camp Fire Girls. We might better say these are their ideals, or, in the phraseology of modern pedagogy, these are their objectives. "Hold on to Health" (and of course we mean good health) is a refreshingly positive way of saying that most of us have what is vainly being sought after—that chimera which is responsible for fads, diets, movements, and commercial exploitation of all sorts—health. We have it. Now let's hold on to it by following certain fundamental common sense health laws. This is the simple, positive health philosophy of the Camp Fire Girls.

Dr. Luther Halsey Gulick, President of the American Physical Education Association in 1905, 1906, and 1909, and Editor of *The American*

Physical Education Review in 1901, 1902, and 1903, was one of the founders of the Camp Fire Girls organization and its first president. Dr. Gulick's prominence in the field of physical education, his influence in the camping and playground movements, and his philosophy of education through recreational activities are too well known to need comment here. Dr. Joseph Raycroft, who was the medical officer in John Dewey's first experimental school in Chicago and who is now professor of hygiene at Princeton University, was a member of the first Board of Directors and is at present second vice-president of Camp Fire Girls. Dr. Jay B. Nash, chairman of the department of physical education, New York University, is third vice-president and chairman of the Committee on Education.

These men, and a number of other men and women prominent in the fields of health and physical education, have been influential in directing the health program of the Camp Fire Girls since the beginning.

Twenty years ago, when Camp Fire Girls was first organized, those in the van of education realized the necessity for a change of emphasis, for less insistence on learning by rote and more opportunities for learning by doing, more encouragement of initiative, more motivation through interest. At the same time the scope of physical education was broadening. As Elmer D. Mitchell so well expresses it in his article on the American Physical Education Association which appeared in the January, 1932, issue of this JOURNAL:

"The rise of the playground and the athletic movement in the early years of the present century greatly changed the content of the physical education program which then became much more informal in nature, with emphasis on plays, games, and recreative sports. At the same time, the older disciplinary qualities in exercise gave way to self-expression; and exercises were promoted not as ends in themselves and for the mere sake of promoting proficiency but rather as a means to educational ends arising as the outcome of plays and games.

"The enlarging of the content of physical education made it no longer a health, developmental, and curative agency but a medium also for mental, moral, and social qualities. Physical education, as a consequence, became more and more linked with the program of general education. It became an educational process."

These trends were naturally reflected in the health aspects of the Camp Fire Girls program. Since the whole program was planned to develop happy, healthy, well integrated human beings, health in its positive sense as physical well being and physical exercise in its social sense of exercise for the personal joy of it and the pleasure of shared social experience are prominent in the program of this organization.

Fire-building in the snow. What a thrill for these city girls from the Manhattan Council. Left to right: Miss Jessie Hixson, field worker; Ellen Norman; Florence Burrows.

How? What do Camp Fire Girls do? It is hardly necessary to reiterate here what has been said so many times before—that we are living in a mechanized age which deprives us both of the necessity and the opportunity for much of the exercise our grandparents engaged in. We can push a button for most of the things that our grandparents had to exert themselves to get, while living in crowded cities has robbed us of many of our play opportunities. Unless we make an effort to get out-of-doors and play—and unless we *want* to enough to make the effort, we are all too apt to sit and sit, and if we enjoy sports at all, to indulge in that vicarious enjoyment which Dr. Nash so aptly calls "spectatoritis."

Camp Fire Girls starts with that *want*. For instance, when a girl joins Camp Fire she finds all the other girls of her group, and all the other Camp Fire Girls in town—and all the other Camp Fire Girls in the country—enjoying themselves in one way or another out-of-doors. Presently she is hiking with them, camping with them, cooking over an open fire, or swimming, or riding horseback on mountain trails. The enthusiasm of the others and the powerful pull of social approval may draw her into these activities at first. Later she finds her special interests and capabilities. She develops a knack for fire building and cooking, or becomes an excellent swimmer, or finds herself engrossed in the study of birds which takes her far afield.

Or it may be just the other way around. It may be that a girl who has a liking for these things but no

opportunity to pursue any of them joins Camp Fire because together these girls and their leaders find a way to do the things which singly they would be helpless to accomplish. In either case it is the Camp Fire Girls' objective, first to stimulate a desire on the part of these girls for healthful activities, both out-of-doors and in, second to provide opportunities, and third to cultivate such a taste and urge for this type of activity that they will *make* similar opportunities for themselves as they grow older.

Specifically, these activities range all the way from group games at meetings to camping at the organized summer camps sponsored by the Camp Fire Councils of over a hundred of our larger cities. Dr. and Mrs. Gulick established one of the first camps for girls in the United States and worked out there, for the benefit of their own daughters and their daughters' friends, a program which later became the inspiration for Camp Fire camps. At these camps the girls practically live out-of-doors. They follow a régime carefully planned from the health point of view—regular hours of sleep, rest during the day, carefully balanced nourishing meals, and a choice of activities without over-stimulation.

"The Bubble Force"—Members of the kitchen brigade do their stuff after a meal at the Camp Fire Girl settlement on Lake Cohasset, Harriman Interstate Park, N. Y.

The camps are required to meet definite standards of sanitation and safety. Girls and all employees are required to present certificates of medical examination before admission; a nurse or doctor is in constant attendance. The girls may choose such crafts as interest them most—handicrafts, dramatics, nature lore, sports — but all crafts are keyed to the camp environment so that the girls will be making the most of their new experience and not merely duplicating, in a different setting, the activities they enjoy at home and at school. The sports which are most popular with the girls are swimming, boating, hiking, archery, and horseback riding. Sometimes they have very informal baseball games, rarely basketball or tennis, the feeling being that these games are too specialized and permit of the participation of too few campers to make them suitable for a camp program.

Led by Camp Counselor Senorita Manolita Alvairdonzalez of Madrid, Spain, Camp Fire Girls weave some baskets down at the brook at their camp on Lake Cohasset. Miss Alvairdonzalez (on the left) recently came over from Spain, received her M.A. degree at Bryn Mawr, and will return this fall.

Our reports show that almost every camper makes an advance in swimming skill during the camping period. Horseback riding is an experience which few of the girls can have in town and, at camps where horses

Nature's frying pan—a flat stone is the ideal frying pan for any Camp Fire Girl. Here an egg is being prepared in the primitive manner.

are available, it is a sport thoroughly enjoyed. Canoeing, sailing, and rowing, any one or all three, are offered at the majority of camps.

Hiking is universal and the girls are proud when their training and ability allow them to participate in the "overnight" hikes out of camp. These overnight trips are often longer, lasting several days and sometimes a week. Nor are they always hikes, for sometimes the girls go part or all of the way by boat or on horseback. Planning provisions and equipment, setting up camp, sleeping under the stars on a bed made on the ground, cooking over an open fire, adventures and sights along the trail—these are experiences which make the overnight trips high spots in a camper's memory.

Indeed, hiking is a very popular feature of the year-round program and these hikes are so varied and interesting that they have a far more educational and social value than clicking off miles for disciplinary exercise. There are before-breakfast hikes to see the sun rise and watch the birds, with a breakfast of sizzling bacon and eggs cooked on a heated stone, and winter hikes to see tracks in the snow or photograph tree silhouettes, and hikes to find spring wild flowers or sea shells, and hikes to Indian cliff dwellings and other points of historical interest, and hikes to which Dad is invited and proudly shown how expertly Daughter can gather wood, build a fire, and cook a savory meal.

The Camp Fire camps are run on a non-profit basis and the minimum charge makes it possible for many girls who could not otherwise afford it to have this camping experience. But camping is not confined to the larger organized camps. Each Guardian (Camp Fire leader) is asked to see that her girls have at least a week's camping during the year. Reports from Guardians bring us accounts of camp sites or cabins loaned, provisions garnered from family pantries, transportation provided by parents or friends, and a camping trip enjoyed at very little or no expense to the girls. Nor is camping limited to the summer months. On week-ends and during school vacations, all through the year, you will find Camp Fire Girls setting out for nearby cabins and camp sites to enjoy a day or two out-of-doors.

"Out of the dub class in at least one sport" is a challenge met by many Camp Fire Girls, for they are encouraged to work (or play) hard enough at one sport —swimming, tennis, golf, hiking, horseback riding—to be really skillful, not perhaps in the championship class, but good enough to get real satisfaction from it, and to give satisfaction to fellow players. The girls also enjoy group games, especially out-of-doors, and they are encouraged to learn to direct the games they know and add to their collection so that they can lead others, especially younger children, in playing games.

Besides active participation in sports and "exercise" there are numerous other ways in which the Camp Fire Girls program aims to inculcate good health habits and attitudes in its girl members. Camp Fire Girls are given "honors" for certain definite accomplishments. In their manual there are over seven hundred of these honors listed. These are, as a matter of fact, suggestions for individual and group activities for which the honor is awarded as a symbol of achievement. Many of them pertain to health. The relation of health to properly balanced diet is brought out in the planning and preparing of meals. First aid and the practical care of a sick person and every-day care of babies are included.

The most stress, however, is on the positive side of "Holding on to Health" by observing simple, fundamental health rules, regular hours of sleep, balanced diet, sleeping with windows open, fresh air and sunshine, and personal hygiene. The girls keep a health

A corner of Camp Tolnaloc's cabin, used in summer as Director-Counselor cabin and in the winter for week-end camping.

chart which has been devised for them by a committee of physicians and health experts. This checking of charts is a moot question, some persons feeling that it "sets up a situation perfect for deception." But with "Be Trustworthy" and "Hold on to Health" side by side in the Camp Fire Law the girls are apt to be over-conscientious rather than otherwise. It is a question of what is "done," just as good sportsmanship is, and the weight of group approval as well as of personal ideals is on the side of honesty.

Where work is play. Doing the chores at Camp Quemasibco, the winter week-end camp of the Camp Fire Girls.

But you cannot have good health all by yourself, these days. Your health is dependent upon the sanitary conditions of your town and you are therefore responsible in a measure for the health of your neighbors. Camp Fire Girls learn this fact through personal investigation and group projects. They are required to have certain information regarding the health department of their towns, the water supply, the regulations regarding the milk supply, garbage disposal, measures to prevent the spread of infectious diseases, etc. Groups also voluntarily help in clean-up campaigns and other city-wide health activities.

So much that Camp Fire Girls learn and do in connection with health is so fundamental that in good homes and in good school systems they are learning the same lessons. In some cases this is, unfortunately, not true, and in the others both parents and teachers have expressed their appreciation of Camp Fire as an ally. As one father, who is a physician, said, he could argue and scold and threaten but still he could not persuade his daughter to get the sleep she needed. The trouble was that her friends were all older than she, more sophisticated, were doing more socially and keeping later hours than he thought good for her. In the fall she joined the Camp Fire group in her class group in high school. Other girls were earning their Camp Fire ranks, so in order to earn her rank she began to keep the health chart, which requires nine hours of sleep every night for girls under sixteen. Influenced by that, but probably more by what the rest of the crowd did, she began getting home and to bed earlier. Her father is grateful to Camp Fire Girls! He need only be grateful for the fact that on the side of common sense was thrown the weight of social approval—in this case, Camp Fire Girls.

He is by no means the only parent who is grateful to Camp Fire Girls for making popular and to-be-desired the homely precepts of health teaching. So many schools have sponsored groups of Camp Fire Girls and so many teachers have given hours of their time to act as Guardians of Camp Fire Girls that we know it is no empty phrase to say that Camp Fire works hand in hand with the home and the school that girls may know the happiness of good health, good character, satisfying social adjustment, and the finest development of their innate capabilities.

Health Craft is only one of the many features of the Camp Fire Girls program. This program is planned to stimulate the interest of the girls in their homes; to give them an opportunity to discover and develop their skill in handicrafts; to enable them to become at home out-of-doors, resourceful in new situations, and appreciative of nature; to encourage them to form habits of punctuality and thrift, and to help them to realize their place in and responsibility towards their community.

Under the direction of the National Council, Camp Fire work is carried on by volunteer leaders. Girls ten years of age or older form Camp Fire groups of from six to twenty girls under the leadership of an older friend, known as the "Guardian." In the larger cities where there are a number of Camp Fire groups a Local Council is formed and an executive engaged to direct the Camp Fire Girls camp, arrange training courses for volunteer leaders and supervise the city-wide activities. Training courses are also given at the camps and in towns by members of the national staff. At a number of universities, normal schools, and colleges courses in Camp Fire leadership are given for credit, some in the department of physical education,

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The Long and Short of the Carriage Business

By

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A CATHOLIC priest and a Protestant minister were conversing one day on matters of theology and, very naturally, found one point of doctrine on which they could not agree. So they decided to leave the matter to the judgment of a rabbi whom they both admired for his wisdom and fairness. The priest first presented his side of the argument. The rabbi reflected a moment and said, "You are right." The minister, nothing daunted by the decision, stated his view of the matter. The rabbi pondered his words and replied, "*You* are right." Then up spoke the rabbi's assistant, "Why, most Reverend Father, how can the Catholic and the Protestant both be right on this important subject?" and the old rabbi mused a moment and answered, "My son, you are right also."

There are two decidedly different views which one may take of human posture, which I am calling the long and short views, and both of these views are right.* The short view is founded on a fine idealism which believes that although the human race has been millions of years in the making, it can be vastly improved in appearance, mentality, morals, and health in a brief space of time by following certain prescriptions concerning posture. The holders of this view differ very greatly among themselves regarding the percentage of persons whose posture should be changed. To one, five or ten carriages in a hundred are wrongly set up, while another finds that 90 or 95 per cent should be improved along lines which he lays down on his blueprint. This wide difference in tastes in carriages is to be expected, for we have the same "begging leave to differ" along other lines, especially in reference to facial mechanics.

Emanuel Miller in his book on *Types of Mind and Body* remarks, "The classification of human beings into types is a very ancient pastime and gives unlimited satisfaction to each one of us, provided we regard ourselves as too complex to fall into any system of classification." Grouping, posture-wise, into two, three, four, five, and even more classes or types has been a recent occupation and it does not trouble the classifiers in the least that no matter what the number of groups, no two persons ever agree as to the subjects which shall be placed in each class.

AS I have pointed out elsewhere it matters not on what else it depends, the class in which you are placed, posture-wise, by the classifiers depends upon the degree of curvature of the spinal column. If this is nearly straight you are put among the sheep. If it is curved considerably you go with the goats, according to the personal opinion of the classifiers.

The reason for the undoubted results of posture work for the moment, and for the "rightness" of the near view of the subject which it illustrates, is the marvellous elasticity of the spinal column.

The human spine is so constructed that it bends in all directions. Starting with its usual or habitual curvature, which we call our carriage, we can increase it to a considerable degree and we can also decrease its curvature by a half inch or so. This ability to extend the spine is a very wise provision for our safety and comfort and if we were to take out that power by straightening it permanently we would certainly be working along lines of bad mechanics, even if we might call it good aesthetics. So-called improvement of posture always means or includes a straightening of the spine beyond its natural curve.

The person who takes the short view of posture and who proceeds to modify or "improve" his subjects always succeeds in large measure—for the time being. If he finds 10 per cent who do not come up to his ideal he may improve half of these. If he finds 90 per cent defective he may succeed with half of these or perhaps more. It depends upon his methods and his efforts, and also on the willingness and youth of his subjects. For example, in the most recent experiment of this kind of which I have knowledge, 38 per cent of the pupils improved in one school and 61 per cent in another. The carriages were the same and the methods of modification were the same but there was more willingness in one school.

Fortunately, the human back-bone is a living and not a dead, elastic structure. This elasticity is constantly put to use, as every student of posture realizes when he attempts to classify his subject according to some invented type. A New Zealand physician, new at the business, puts it well. Dr. Bakewell says: "The greatest difficulty encountered was the impossibility of making a dogmatic statement about the physical posture of a child . . . . Until one attempts to pigeon-

*A paper given at the Annual Convention of the American Physical Education Association at Philadelphia, Pennsylvania, April, 1932.

hole him, one does not conceive the protean quality of the average child and the infinite number of positions which he can assume in the space of a few minutes. For example, by remarking to a child with apparently faulty posture, 'Now are you ready? Stand straight.' the picture can be absolutely altered for a variable period."

THE person with the long view of posture recognizes all this for he has been through this stage, but he has learned from personal experience and from observation of posture work in public schools, colleges, and clinics, that the human elastic spine always returns to the curvature with which it started before special attempts were made to straighten it—just as a face which has been lifted with a smile (or by massage) relaxes under ordinary conditions. And the more the spine is straightened, the more difficult it is to maintain that change. This is illustrated in a recent piece of carriage work in which over 60 per cent of the pupils improved. However, during the following months none of these children changed for the so-called better, but 30 per cent relapsed to a greater degree of curvature. The strain of maintaining an over-extended spine for ten weeks was too much for them. Of a control group some of the children exhibited a greater curvature after the vacation but a large percentage changed to a lesser curvature without training so that the net gain in the posture group was only 4 per cent and we have no means of knowing how long that 4 per cent held its spines in an abnormal position.

I said that in the short run we always get considerable change such as we seek, but this is not quite true at college age, for the only statistics that have come to my attention show, in one college, an improvement of only 1 per cent, and in the others, no improvement at all. In younger people we *do* get improvement and we get it annually because, like Sisyphus, we have our task to do all over again each fall. There is no danger of unemployment in the carriage business if you take the shorter view of it.

The annual reports of the Grand Rapids schools mention excellent results from the very thorough posture work that was carried on there, but the statistics exhibited by Miss Dunbar in her study show that no appreciable change took place throughout the school course unless it be an increase in cases in the C and D groups. In a western city examinations and "corrective" work are carried on under the direction of orthopedic surgeons and with the use of all the latest apparatus. They are conservative and find only about 10 per cent of elementary children with poor posture. They cure 60 per cent of these leaving only 4 per cent by the short view of the matter. But in junior high school they find 20 per cent with poor posture. How this happens only heaven and the orthopedists know. However, they cure a fourth of these, leaving only 15 percent unsatisfactory. At senior high school age this figure is somehow raised to 25 per cent. It seems a discouraging business but I do not believe it is as bad as it seems. However the university, to which the superior students from these schools go, finds a still higher percentage with poor posture.

I HAVE pointed out elsewhere that, like height, weight, intelligence, and other human features, the carriage of the body follows the usual curve of distribution. In calling this the normal curve we should remember that a few of those usually classified have a true deformity from disease or accident. This distribution represents us as we are. Whether with better nutrition before and after birth, the distribution would be different, we do not know. We know, however, that individuals with good care after birth are to be found at both ends of the curve. The normal or average posture falls, of course, at about the middle of the curve, or between B and C if you use four classes. No matter how we may, for aesthetic purposes, wish it otherwise, *that* is the present condition of affairs, and in the long view there is no evidence that it can be materially changed. We may admire tallness but most of us will never attain six feet. We may prefer to be blondes but many will still be brunettes. The present group of people has been exposed to more corrective exercises than any in the country and yet it shows little evidence of an unusual distribution in its carriage. Lest you should feel badly about this I should add that the carriage of the Greek statues corresponds to our average.

Through the kindness of Miss Turner, the very able Director of Health and Physical Education in the colored schools of Washington, I was able to secure the classification of 9,000 children in the first and second, and fifth and sixth grades. The high schools did not cooperate in the study but the freshman class of the Miner Normal School was classified and these students were just out of high school. The posture training, while it does not come up to the ambitions of the special teachers, is thorough-going and gives the best results in the long run, of any I have seen.

Each elementary child was conscious that he was being inspected but he did not know for what. It is evident that in the fifth and sixth grades there was, in February, a conscious ability to over-extend the spine and it needed this extension by only a tenth of an inch to produce the results found. The students in the Normal School were examined by the same persons. Although this is a selected group, mentally and physically, we get the same classification as in the first grade. I was inclined to attribute this to indifference on the part of these older students, or to small numbers, but Miss Turner volunteered the information that each student was doing his very best posture-wise, so it seems as though a larger group would not have made a different showing.

BUT posture is said to be related to health, to mentality, and to morality. This being the case it is somewhat confusing to find very delicate and stupid and immoral subjects at the A end of posture distribution and very vigorous, bright, and honorable children at the D side.

Most of our illnesses are due to infections, and to say that posture has any effect upon immunity is just a little absurd. There is certainly no evidence of such an effect. In this bicentennial year, perhaps it is not inappropriate to recall that Washington, who seems to be the only public figure in this country who is recommended for imitation posture-wise, was probably more often desperately ill than any distinguished man of his day.

Even if mentality and morality and health *did* depend on carriage and they were subject to change from what is called poor to better posture they must relapse with it when the spine returns to its usual curvature—as it apparently always does.

THE carriage business is not a twentieth-century institution. Fifty years ago interest centered in the proper placing of the center of gravity of the body. The anatomists who delved into this subject quarreled as to just where the center of gravity of the body should fall. Haycraft in his work on *Animal Mechanics* pointed out that the conflicting views were due to the difficulty in defining what is the erect position. "As a matter of fact," he continued, "there are many erect postures, more or less comfortable, and the center of gravity may be made to plumb either in front of, above, or behind the knee or the ankle." In a word, all of the anatomists were right. In recent years we seem to have lost our center of gravity; at any rate I have not seen it mentioned of late.

Seventy-five years ago Sir James Paget, a distinguished anatomist and pathologist, who is said to have had the largest practice of any London surgeon of his time, wrote: "It seems to be assumed by some that all spines should have curves and other characteristics exactly similar to those which are seen in artists' models or in anatomical plates. It is much more probable that there are as many varieties of healthy spines as of healthy chins or cheeks, . . . round shoulders, straight backs, hollow loins, and other such shapes are as common in members of the same family as are any other family features and they are no more due to imitation of parents than is the similarity of limbs or of faces."

Haycraft used a very significant word when he spoke of *"comfort"* in connection with carriage. After all is not this the thing we should be driving at? Is it not ease rather than *dis-ease* which we desire to seek? When you over-extend the spine you soon get into a condition of discomfort and dis-ease, and the longer you maintain it the more uncomfortable and uneasy you become. As a consequence you do not maintain the pose, although you may assume it for the time being when on parade, or to please a persuasive teacher. We will undergo a good deal of discomfort passively for the sake of looks, but over-extension of the spine requires constant exertion which becomes well-nigh impossible. On the other hand if one has had to bend forward over books and papers or manual work, there comes a feeling of discomfort which we naturally treat by stretching ourselves and over-extending the spine for a moment.

The gymnastic exercises which we have used to restore the head and chest and shoulders to their usual position are formal applications of similar movements which every animal uses on occasion. We do well to use them oftener and more persistently than the animal, for the animal does not have to go to school or bend over a work bench.

WE ARE now getting down to fundamentals in the carriage business. There is, by the long view of the subject, no evidence whatsoever that the style of carriage we happen to have been born with can be changed to a straighter model. There is no evidence of a relation of mentality or morality to carriage unless it be from some underlying cause affecting both physical and mental condition. We do know, however, that when posture changes, as it sometimes does, it is for what we call the worse. The stoop or kyphosis which results is due to degenerative changes in the spine itself or to some inborn weakness or to injury from heavy lifting. These abnormal changes in the spine may begin as early as twelve years. They do not occur in healthy children or those not subjected to excessive strain upon the spine from heavy labor. The tendency to kyphosis to which all sedentary workers seem to be doomed is wonderfully compensated for somehow.

While there is no proof that uncomfortable seats and desks affect posture in the long run, and a recent study showed no evidence of ill effect from ill-placed work benches in industrial classrooms, nevertheless we cannot but fear that ill-fitting furniture is a menace to at least a few children. No seat or desk remains comfortable for many minutes. It certainly seems sensible to make school furniture as comfortable as possible, to arrange school hours and school periods and school work so that it is not unduly fatiguing; to teach children (without pestering them) to sit as well as they can under the circumstances and to teach them to use on occasion the exercises which restore the spine to its normal curves whatever these happen to be. If you improve the appearance of the carriage, well and good. There is nothing new in this.

More fundamental for carriage making and preservation are good food and rest, and the earlier we begin with these the better. Exercise is a good thing but not for the ill-fed and fatigued, and after all ten or even twenty minutes of posture exercises alone would seem but a trifling means of combatting the nine hundred minutes of pull of gravity in the opposite direction in the remainder of the working day.

The Public Health Service, in its very thorough study of 2,200 men and boys, found a complete absence of relationship between posture and health although they noted the tendency to kyphosis in advanced years. But congenital defects, accidents, or disease do sometimes damage the carriage so that it is a source of *dis*comfort or *dis*ease to its owner We ought to make that person's carriage as comfortable as possible by bracing it with mechanical supports or by other means that are really helpful.

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What Price Posture Training?

By

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BODY mechanics has been defined by the orthopedic subcommittee of the Hoover White House Conference[1]† as the mechanical correlation of the various systems of the body with special reference to the skeletal, muscular, and visceral systems and their neurological associations.*

Normal, or perhaps good, body mechanics may be said to obtain when this mechanical correlation is most favorable to the function of these systems. The indexes of good body mechanics common to all individuals, whatever their types of body build may be, are:

First: head up, with the chin in, balanced above the shoulders, hips, and ankles;

Second: chest elevated with the breast bone the part of the body farthest forward;

Third: abdomen flat and drawn in below but free and mobile above, and

Finally: normal unexaggerated back curves.

Good body mechanics as indicated by the afore-mentioned requirements are not generally manifested. Statistics obtained from the examination results of the World War draft, posture surveys by Lee and Brown at Harvard,[2] Cook at Yale,[3] and Klein and Thomas[4] in the public schools at Chelsea, Massachusetts, reveal a practical unanimity as to the prevalence of bad body mechanics. The Chelsea Survey was made in 1923 and 1924 in the Williams Public School of Chelsea, Massachusetts, for the Children's Bureau of the U. S. Department of Labor, and included the experiences covering a period of two years with the body mechanics among 1,708 children of both sexes varying in age from five to eighteen years. Only about 8 per cent of the school children examined at Chelsea showed good body mechanics. To be sure, the prevalence of poor posture decreased somewhat in the older children examined so that about 12 per cent of the children in age group fourteen years and over showed good posture. Lee and Brown,[2] and Cook,[3] dealing with still older persons, of college age, found only about 20 per cent with normal spinal contour. Thus, although good posture is somewhat more prevalent as children grow older, poor posture is most common and is not outgrown to any marked degree. It is safe to assume that only one-fifth to one-fourth of our youth exhibit the indexes of good body mechanics.

†Numbers refer to bibliography at the end of the article.

*Paper given at the Annual Convention of the American Physical Education Association at Philadelphia, Pennsylvania, April, 1932.

GOOD body mechanics bears an apparent relationship to good health. Visceroptosis, the common concomitant of poor body mechanics and the causative factor in great part for arthritis, constipation, cyclic vomiting, neurasthenia, etc., is corrected by the acquirement of good posture. Backaches, dysmenorrhea, etc., in cases where there is no active disease present, are relieved upon normal physiological function of the body parts with the change from poor body mechanics to good body mechanics. In the Chelsea Survey it was found that improvement in body mechanics resulted in greater improvement in nutrition, health, and morale.

Improvement in nutritional condition was found more frequently among the children who received posture training (20 per cent) than among the control group which had regulation calisthenics (about 15 per cent). And improvement in nutritional condition was more frequent in those who *actually improved* in posture (about 24 per cent) than in those who showed no change in posture (about 15 per cent).

There was also strong evidence that posture training produced lower morbidity rates. Attendance records were kept for the fall, winter, and spring periods of the school year. The morbidity rate, or the rate of absence due to sickness, in the posture class was 38 per cent lower in the spring quarter than it had been in the fall; whereas in the control class the rate for the spring quarter showed an increase of 2 per cent over the rate of the fall. The experience in the control class showed the same general tendency as similar studies of morbidity and absences from school, carried on simultaneously by others in Maryland and Missouri.

The rates of the control group and those of the Maryland and Missouri studies seemed to bear out the theory that children ordinarily were in better health in the fall, following the summer vacation and the long play periods out-of-doors. During the school year, however, the children are kept indoors sitting in poor positions. The natural result is increase in absence due to illness. But the tendency of the morbidity rate in the spring quarter for children who received posture training was directly opposite. By spring their rate of absence from school on account of illness had decreased so that it was 38 per cent lower than it had been in the fall and also considerably below that of the control group. There could be no question but that posture training was associated with the low morbidity rates of

the spring quarter among the trained children. Therefore it was concluded that posture training and improvement in body mechanics were beneficial and improved the health of the child.

IMPROVEMENT in body mechanics is to be expected with posture training. Our experience with the Chelsea school children, a group selected at random in a public grade school, showed that after one year's training, six-tenths of the trained children but only one-tenth of the untrained children of the control group improved their posture. The incidence of good and bad posture in the trained and untrained groups was, to be sure, practically identical at the beginning of the survey when all the children were first examined. At the end of the school year the posture of almost all the trained group, where it showed no improvement, at least remained the same while that of many in the untrained group grew worse.

Not only did more of the children trained in posture improve but their degree of improvement was greater than that of the untrained children. Sixty-three per cent of the trained children who could improve (that is, children with B, C, or D grade at the first examination) had progressed at least one grade, whereas the corresponding percentage for the control children was only 10. When the possible improvement was two grades, 24 per cent of the trained children and only 1 per cent of the untrained children improved to that extent. Among those who could have improved three grades, 8 per cent of the posture group but none of the control group did so.

Then we observed for two years two groups of trained and untrained children with percentages similar to that of the whole group and with the findings in the posture and control groups at the end of the first year approximately the same as those among the total posture and total control groups at that time. At the end of the second year of observation it was found that for the control group the percentage of improvement was about one-half of what it was in the first year and the regression was one-half greater. On the other hand among the trained children improvement was nearly as great in the second year as in the first, with no increase in the regression, and most striking of all was the fact that more than one-half of those who improved during the first year improved also during the second. Those of this group who had good posture at the beginning of the second year maintained it, and two-thirds of the others improved.

Regression to a poorer posture after a summer's vacation was twice as great among those who had improved as among those whose posture did not change in the first year. About five-sixths, however, of those whose posture grew worse during the vacation improved during the second school year. During the summer vacation, as undoubtedly with any subject taught him, the school child forgot to a certain degree what he had learned about good body mechanics. The habits of good posture evidently were not fixed in a single year.

This regression was not so evident in the control group. Of this group, only 19 per cent had poorer posture, as against 33 per cent of the posture group who were worse after a summer's vacation. The control children had no training in posture to forget. In fact, about one-fourth of them, owing to the active outdoor healthful life of the vacation period improved at the end of the vacation. The posture of only about one-fifth of the children in the posture group, on the other hand, with the harmful effects of school life neutralized, as it were, by posture training, was improved through the helpful effects of vacation. More forgot what they had learned about posture, and proved thereby that children will show a reversion to poorer posture with a cessation of training unless the training is continued long enough for the maintenance of good posture to become a fixed habit.

From our experience with the children observed over a two-year period it was concluded that there are few children whose posture cannot be improved under proper training. In fact, the proportion of children free from structural defects whose posture cannot be improved is less than 5 per cent. It is true that some children require longer training than others. Since good posture once acquired was maintained, on the whole, over the two-year period, it seemed reasonable to expect that with posture instruction continuous throughout grade school, the habits of good body mechanics should become fixed and lasting.

Corroboration of the retention of improvement in body mechanics once gained was accepted by the Hoover White House Conference[1] from their data collected from experiences at private schools like the Rivers School in Chestnut Hill, Massachusetts, and at colleges like Yale and Smith. The conference report also stated that analysis of other groups of college students showed that without posture training only a negligible number of C and D postures changed to the higher grades.

WE ASK you then to accept, as did the scientists and experts of the White House Conference, the following proposition. Good body mechanics is not prevalent, but when it is in force it does bear a definite relationship conducive to good health and does persist in force if it is effected by adequate training continued long enough for the habit of good body mechanics to become fixed. If all this is accepted, it naturally follows that adequate posture training should be instituted to insure enough improvement among those exhibiting poor body mechanics so that good body mechanics may become predominant and prevalent. Then, because of the close association between good body mechanics and good health, we may hope for the prevalence of better health concomitant with the prevalence of better body mechanics.

Good body mechanics to be prevalent presupposes adequate supervision maintained long enough for the habit of good body mechanics to become fixed. Such supervision to be most effective should begin in infancy. Properly balanced food to insure normal nutrition, proper positions for holding the infant, and proper

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An Opportunity and a Challenge

By

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RECENTLY it has been suggested in all seriousness that the people of the United States could save a billion dollars annually by substituting the radio and motion pictures for the teachers who are serving in the public schools of our country.*

To those who have known only the machine age, the suggestion may seem in some degree normal and natural. But to those of us with a background of old fashioned Americanism the suggestion is the last humiliating implication of the failure of organized education to function as an effective social influence in our generation.

To those of us with a background including pioneer ancestry, old fashioned family life, the village church, the little red school house, unadulterated pride in one's native land, and jealous loyalty to one's profession, the perplexing social problems of the day still seem to constitute for organized education the most significant challenge in the history of our country, and one which we hesitate to turn over to the mechanical devices of the age.

In view of the disintegration of many of the older social forces in America and in view of the questionable character of the new influences taking their place, organized education with its personal element seems to represent the last possible effective barrier between civilized society and the forces working for its destruction.

If, therefore, education is to meet this challenge we must first come to a realization of the extent to which education has failed as a social influence in our generation. The present ascendency of the crook, bootlegger, gangster, swindler, and dishonest public official, together with the shameful general dulling of conscience and lack of moral courage on the part of the American people, indicate clearly how far organized education has lagged behind the times.

As a result of this lag we seem nearer to *social-moral* bankruptcy than to *financial* bankruptcy. And, regardless of the outcome of our economic problems, it seems doubtful whether the American democracy can continue to exist indefinitely unless we rehabilitate some of the fundamental virtues. A philosophy of "getting by," of "every man for himself and the devil take the hindmost," and an attitude which tolerates and even encourages successful trickery in every form of human relationship is a degrading foundation for any democracy.

There appears no reasonable excuse for organized education longer to evade the responsibility or to ignore the challenge implied in the present situation. To do so will be to lend support to the suggestion of education under the auspices of the robot.

Any acceptance of the challenge in good faith necessitates the adoption of a new conception of education. A hidebound adherence to the traditional conception of the school as an institution charged solely with the duty of handing down to the young certain forms of specialized knowledge and skill will destroy entirely the effectiveness of the school as a social agency. We must forget the fallacy that intelligence, knowledge, skills, health, and vigor equip the individual for worthy citizenship. The school must get down to the business of teaching people how to live together, else all its other accomplishments will eventually go for naught.

In the words of Professor Kilpatrick in his book *Education for a Changing Civilization,* "The school now coming into being is and must increasingly be a place where actual living goes on . . . . Only as the school is placed on a basis of actual living can certain necessary social-moral habits and attitudes be built . . . ."

This means that physical educators and all other educators must abandon the foolish assumption so common to the profession that social-moral training is going on somewhere other than in their own particular domain. It means that mere exposure to the program of activities of our department is no insurance of desirable social-moral training. It means that physical educators and every kind of educator must consider well how the activities of their particular domain may be utilized for practice in better living.

The golden opportunity for physical education to make important contribution to this practice in fine living lies in the almost universal appeal of the activities which constitute the modern program, and to the fact that in these activities more than in any other phase of education, the youth of today encounters significant social situations to which he must make response.

The depth of the appeal of the sports program is evidenced in the concern expressed by certain serious minded educators over the discovery that the average American boy would prefer to be a second Babe Ruth rather than another Einstein. But this concern is many times offset by the fact that every American boy not already perverted would prefer to be Bobby Jones rather than Al Capone, or "Pepper" Martin rather than another "Legs" Diamond or "Gyp the Blood."

The urge to adventure and the desire for physical activity are older and more fundamental than the desire for intellectual activity. But fortunately these urges

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* Paper given at the Annual Convention of the American Physical Education Association at Philadelphia, April, 1932.

Ruth St. Denis Dancers in a Greek Dance of Worship. Photo taken in Brooklyn Museum.

The Spiritual Dance

By

RUTH ST. DENIS

EDITOR'S NOTE: This is the second of a series of articles on the dance by different authors. The series is under the personal supervision of Miss Lucile Marsh. To quote Miss Marsh:

"Besides being America's most famous dancer, Miss St. Denis is a great authority on the physical educational aspect of the dance. First, because of her own physical health, youth, and beauty. Then, too, she has taught most of the leading dancers of today. She also has greater vocabularies of movement than probably any other dancer."

YOUNG people of today are searching frantically for something—they know not what. In the dance, it takes the form of trying one system after the other. "What shall I dance?" they ask, and run from studio to studio, from theatre to theatre, for a glimpse of some new twist or turn to answer their question.

When they come to me and ask, "What shall I dance?" I ask, "What are you? You can only dance what you are. What is that?" Real movement, beautiful movement has to be true movement, an honest expression of the one moving. Look at the panther. It moves beautifully, does it not? Look at the peacock, famed for the elegance and grace of its movement. But the panther and peacock are totally unlike, yet each moves beautifully. Why? Because each is unselfconsciously, truthfully moving what he is. A horse is gorgeous when he stretches out his four legs and gallops. But picture him trying to move as if he had four wheels instead of four legs—ridiculous of course! But many human beings have not enough horse sense to keep them from trying to move like riveting machines.

Dancing is especially fitted to express humanity's ideal of itself but what is this ideal? Is a human being a machine? Yes, the human body is a very marvelous machine, one whose laws we should study and obey. But is this all? Certainly not, or we would be nothing but a race of robots. To let a mechanistic age dominate

Ruth St. Denis in "Prophetess," a religious study of the generation.

us until we dance like machines is to lower the prestige of the human race even below that of the animal.

Are we perhaps then animals? Yes, the human being is a gorgeous animal with the instinctive enjoyment of the physical sensation of movement. But does this give the complete picture? No. To dance then on the animalistic level of body gymnastics is still to dance far short of the human ideal.

Some one has said that man's aspiration is his touch with divinity. Certainly, the greatest ethical education is to dedicate ourselves to some ideal, something bigger, finer, more complete, and eternal than we are ourselves. It is only, therefore, when we dance our aspirations that we are encompassing the complete scope of our humanity.

So we come to the answer to "What are we?" A good machine, yes, with strength, accuracy, speed and endurance. But further, a good animal with the magic spark of life bringing instinctive love of being, physical exuberance, and sensation. And further, still, a thinking, understanding, aspiring spirit, bringing harmony, proportion, completeness.

Modern psychology has experimentally determined what great religious leaders throughout the centuries divined. The thought, the inspiration is the motor force, the act is only the result. To start with results is to defy the natural psychological arc and meet disaster. So it is today that young dancers suffer the most tragic frustration when they leave nature, humanity, and God Himself, and attempt to find a mechanical solution for their art. Some one else's movement no matter how perfect, is a final thing, and sterile like the perfected rose that gives no seed. To create another we must again go down to the roots of the bush. From there only comes the vital force to create a new branch, another perfect flower. So must the young dance student learn to admire and revere the art of others and profit by the advice and experience of those older and wiser, but for her own perfect movement she must go deep into the roots of her own humanity. Woe and betide if she finds them shallow, weak, and twisted. For healthy, happy, beautiful movement can only come from a normal, vigorous, harmonious soul.

But all the philosophizing and protestation in the world can do little good unless carried out in positive concrete, recommendations. If we want a spiritual dance, we have to adopt some program for acquiring it. In history we find examples to inspire and guide us, for the religious dance is as deeply rooted in the race as it is in the heart of any individual. The Oriental dance has survived because it was the expression of a great religious consciousness. As the most highly perfected expression of religion in dance form, it deserves conscientious study by the spiritual dancers of today. Because they are a historical fact and an ancient inspiration, I feel every young person of today would be wiser and happier for having learned the dances of the Orient. I find nothing gives a student the feeling of dedication, humility, and meditation more quickly than to take part in some of these eastern dance classics. So powerful is the religious motivation in the Orient that even love dances have a dignity, a reticence, and formalized beauty that is uplifting.

Americans are apt to think Oriental dancing sensual, but with the exception of the Ouladi Nails of North Africa, Oriental dancers would turn away in shame and horror from the public exposition of blatant sexuality that is found in American theatrical dancing. Most of the "It" in the American versions of Spanish and Oriental dancing has been put there by our own questionably-minded theatrical producers.

Bas-relief figure from Angkor-Vat

Of course, the normal human ideal is always expressed through a sex ideal because a human being is either masculine or feminine. To disregard sex, to pretend with the Puritan that it does not exist, is to distort and pervert it, and in the last analysis, change, it from a vital, creative power into a destructive, underground force that

undermines the very foundations of humanity.

To frankly teach a girl dances that give truthful, dignified, and artistic expression of her womanhood is the best way I know of counteracting the distorted unwholesome sex expression that we have as one of the great problems of the day.

But training in the historical backgrounds of our ideal is not enough. We must use this only as an introduction, a ballast, and a measuring rod for the expression of the specific spirituality of our own generation. There are great spiritual forces laying dormant in our modern western civilization. Probably the greatest spiritual battles of all time are now being waged. For instance World Peace needs all the rhythm and pageantry of the dance on its side, to triumph over the tinseled pomp of war. We need courage, patience, charity, and infinite self sacrifice to right the wrongs of economic maladjustment. The world is left ill and hungry from its banquet of materialism and is crying for spiritual food.

I know no spiritual, mental and physical exercise more fitted to the intrinsic nature of human beings than to give concrete expression to our convictions and aspirations in the ecstacy of the dance. I know no better place to train an inspired army of crusaders for the true, the good, and the beautiful, than in the dancing classes of our schools.

Havelock Ellis, in his book *The Dance of Life,* has expressed the spiritual contributions of the dance with poetic insight in these passages:

Ruth St. Denis in the dance of the "White Madonna."

Ruth St. Denis in a study in Chinese—"White Jade."

"Dancing and building are the two primary and essential arts. The art of dancing stands at the source of all the arts that express themselves first in the human person. The art of building, or architecture, is the beginning of all the arts that lie outside the person, and in the end they unite. Music, acting, poetry, proceed in the one mighty stream; sculpture, painting, all the arts of design, in the other. There is no primary art outside these two arts, for their origin is far earlier than man himself; and dancing came first.

"That is one reason why dancing, however it may at times be scorned by passing fashions, has a profound and eternal attraction even for those one might suppose farthest from its influence. The joyous beat of the feet of children, the cosmic play of philosophers' thoughts, rise and fall according to the same laws of rhythm. If we are indifferent to the art of dancing we have failed to understand, not merely the supreme manifestation of physical life, but also the supreme symbol of spiritual.

"The significance of dancing, in the wide sense, thus lies in the fact that it is simply an intimate concrete appeal of a general rhythm, that general rhythm which marks, not life itself, but the universe, if one may still be allowed so to name the sum of the cosmic influences that reach us.

"Dancing as an art, we may be sure, cannot die out, but will always be undergoing a rebirth. Not merely as an art, but also as a social custom, it perpetually emerges afresh from the soul of the people."

Why Physical Education Is A Way of Education

By

DAVID K. BRACE, Ph.D.

Professor of Physical Education
University of Texas

PHYSICAL education has, with increasing frequency, been coming into the curricula of our public schools. This is doubtless due to the fact that our conception of the educational value of physical education is widening. Whereas older programs of physical training were based upon a recognition of only the value of muscular strength, organic stimulation and growth, and remedial treatment, our modern program of physical education is based upon a conception that physical education is a way of education.

Why can we say that physical education is a school subject and yet more than a school subject, in fact, a way of education? The answer to this question is, briefly, that in physical education we are attempting to educate, to develop a number of unrelated abilities, many of which receive little, if any, directed training through our academic school subjects, and yet which must receive training if complete education and success in the activities of life are to result.

Some of the more important of the types of abilities which physical education attempts to educate may be listed as follows: (1) Organic strength, (2) Muscular strength, (3) Motor abilities, (4) Perceptual motor control (neuro-muscular skill), (5) Social abilities, (6) Emotional control, (7) Motor-rhythm abilities, (8) Mental abilities, (9) Sensory abilities.

It should be stated at once that we recognize that abilities are doubtless very specific rather than general. Although the attempt to classify these abilities as of certain types may be somewhat in error, we believe that the classification given may be justified for the purpose of this discussion.

Most of our academic school subjects, as usually taught in the classroom, make but little contribution to the education of all but one of the abilities enumerated above. Probably most of our training along these lines has heretofore come, except for physical education, through out-of-school or extra-curricular activities.

The physical education curriculum is the answer to the school's attempt to organize and systematize the education of these abilities. It must be remembered that we are talking about modern physical education curricula in which subject matter and method are so organized as to attain specific educational objectives relating to the abilities above set forth. Such curricula include play, games, sports, and athletics, training in fundamental perceptual motor control, individual gymnastics, dancing and other forms of rhythmic and dramatic expression, combative and self-testing activities, and remedial exercises. Through such activities and, depending upon the way in which they are conducted, training in social participation, emotional control, problem-solving thought processes, and health education may result.

The abilities called into play through physical education are strikingly diverse as to nature. This is the fact which makes physical education a way of education and which warrants us in considering it on a plane different from that of the usual academic school subjects.

If all these abilities, which should function in the physical education curriculum and which should receive more or less attention in every lesson, were closely related to each other, physical education would fall into the same category as other school subjects which have coefficients of correlation with each other averaging about .60. The types of abilities educated through physical education probably have inter-correlations averaging about .2 or below.

Certain tests are available for measuring muscular strength,[1] motor ability,[2] sensory abilities,[3] perceptual motor control (certain neuro-muscular skills),[4] social abilities,[5] mental abilities,[6] certain aspects of emotional control,[7] and certain aspects of organic strength.[8]

Even where standardized tests are available, there is still a considerable lack of comprehensive research data. There are, however, sufficient data to make it seem apparent that the coefficients given in the table below approximate fairly well the situation likely to be revealed to exist by additional research. At least there is a considerable assurance that significant or high correlation will not be found to exist between these various sorts of abilities.

The almost certain absence of high correlation between these various types of abilities makes it apparent that the abilities considered differ markedly from each other. This means that physical education is dealing with a large number of distinctly different types of abilities.

(Continued on Page 54)

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[1] F. R. Rogers, *Physical Capacity Tests in the Administration of Physical Education.* New York: Bureau of Publications, Teachers College, Columbia University.

[2] D. K. Brace, *Measuring Motor Ability,* New York: A. S. Barnes & Company.

[3] G. M. Whipple, *Manual of Physical and Mental Tests,* Philadelphia: Lea & Febiger.

[4] F. W. Cozens. *The Measurement of Athletic Ability Among College M* University of Oregon.
D. K. Brace, *Measuring Motor Ability,* New York: A. S. Barnes & Company.

[5] P. M. Symonds, *Diagnosing Personality and Conduct,* Century Co.

[6] A number of standardized intelligence tests.

[7] P. M. Symonds, *Diagnosing Personality and Conduct.*

[8] Morrison and Chenoweth, *Normal and Elementary Physical Diagnosis,* Lea & Febiger.
Bovard and Cozens, *Tests and Measurements in Physical Education,* W. B. Saunders Co.
Additional reference sources will be found in, W. H. Cowley, *The Personnel Bibliographical Index,* The Ohio State University.

Age, Height, and Weight as Factors in the Classification of Elementary School Children

By
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and
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FOR A number of years a plan for classifying elementary school pupils for competition in physical education activities has been used in the state of California.[1] The scheme now being used was adapted by the City of Oakland from one previously developed by the California State Department of Education, but up to the present time proof of the adequacy of it has been lacking.

Recently a large amount of data[2] has been placed at the disposal of the writers and by the aid of these and other data it has been possible to compute a formula for classification based on a large number of events and the records of many thousands of boys and girls.

By the use of partial correlation and multiple regression best weightings for the factors of age, height, and weight have been computed in events involving four of the fundamental play elements in the life of boys and girls. In the following formulas "A" refers to the age in months, "H" to the height in inches, and "W" to the weight in pounds.

FUNDAMENTAL PLAY ELEMENTS	BEST WEIGHTING
RUNNING Events include a 50-yd. dash and two different computations for the 75-yd. dash.	A+4.650 H+1.410 W
JUMPING Events include jump and reach, standing broad jump, running broad jump, running high jump, standing hop, step, and jump, and standing three jumps. Eleven computations were made.	A+4.375 H— .211 W
THROWING Events include baseball throw for distance and basketball throw for distance with five computations.	A+1.535 H+ .692 W
KICKING Soccer kick for distance with two computations.	A+2.643 H+ .746 W

The average of these four weightings gives us a formula or classification index of A+3.3 H+.66 W. For ease in computations, this formula may better be written as .303 A+H+.2 W. This classification weighting agrees very well with McCloy's[3] Classification Index I of 20 A(in years)+6 H(in inches)+W (in pounds). Changing the first term of our formula into years instead of months and multiplying through by a factor to get both formulas into terms of 20A, we have 20 A+5.5 H+1.10 W.

Our formula also agrees very well with one which was worked out for the Pan-Pacific Junior Pentathlon[4] of .77 A (mos.)+2 H+.46 W.

Reducing our formula to terms of that of the Junfor Pentathlon we have .606 A+2 H+.40 W.

In order to determine the scientific usefulness of the California scheme of classification, data were obtained on 301 Sacramento school children from the Bret Harte Elementary School.[5] The correlation between the two classification plans, that is, the California plan and one set up from the formula, proved to be r=.983, showing that the California scheme of classification may be used with confidence in the classification of elementary school children for competition in physical education activities.

CLASSIFICATION CHART[6]
BOYS AND GIRLS

Exponent	Height	Age	Weight	Exponent	Sum of Exponent
1	50–51	10–10–5	60–65	1	9 and below A
2	52–53	10–6 10–11	66–70	2	
3		11–11–5	71–75	3	
4	54–55	11–6 11–11	76–80	4	10-14 B
5		12–12–5	81–85	5	
6	56–57	12–6 12–11	86–90	6	15-19 C
7		13–13–5	91–95	7	
8	58–59	13–6 13–11	96–100	8	20-24 D
9		14–14–5	101–105	9	
10	60–61	14–6 14–11	106–110	10	25-29 E
11		15–15–5	111–115	11	

(Continued on Page 58)

[1] N. P. Neilson and W. Van Hagen, *Physical Education for Elementary Schools.* p. 16. New York: A. S. Barnes & Co., 1931.
[2] Through the kindness of Miss Marguerite Seaver, Department of Physical Education and Athletics, Los Angeles City Schools.
[3] See C. H. McCloy, *The Measurement of Athletic Power.* New York: A. S. Barnes & Co., 1932.
[4] The Pan-Pacific Junior Pentathlon is a program of competition for boys from 10 to 16 years of age and consists of the following five events—50-yard dash (for juniors) or 75-yard dash (for seniors), running high jump, running broad jump, two-minute basketball throw for goal and ball put. The program is organized in Arizona, California, Colorado, Idaho, Iowa, Nevada, Oklahoma, Oregon, Utah, Washington, Hawaiian Islands, and Mexico. During the year 1932 over 172,000 boys participated in the program.
[5] These data were collected by N. P. Neilson and Miss Winifred Van Hagen through the cooperation of the Sacramento School Department.
[6] N. P. Neilson and W. Van Hagen, *loc. cit.*, P. 16, and N. P. Neilson and W. Van Hagen, *Manual of Physical Education Activities for Elementary Schools of the State of California.* 1929.

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"A Safety Valve"

TODAY, there are occasional schoolmen who speak disparagingly of the value of such extra-curricular activities as athletics, orchestras, bands, newspapers, debating clubs, science clubs, nature clubs, etc., and have praise only for the three R's and for the disciplinary subjects. Before jumping to these conclusions, however, such critics should study the picture of school life before the advent of these new interests. They would discover thereby that the great impetus for extra-curricular forms of education followed directly upon an age of student pranks, hazing, and vandalism. In fact, the years just preceding and following 1900 might well be called an age of pranks.

Of the many extra-curricular interests, that of athletics was undoubtedly the first to originate. When desultory forms of athletic activity first appeared on the scene, educators at first saw in them only a possible value in the utilizing, in a harmless way, of the excess energies of those students who possessed more than an average amount of animal spirits and vigor. It seemed that this superfluity of vitality might well be expended in the rough and tumble of vigorous sports, and thereby diverted from the more vicious occupations of hazing, drinking, gambling, putting cows in belfries, locking teachers in rooms, playing hooky, going on strikes, and other ingenious means of making life a worry for the teachers in charge. A few quotations from a Michigan educational journal of that time paint a graphic picture of the conditions that extra-curricular educational activities have since been instrumental in helping to erase.

"The boys of the Ionia High School recently locked out their principal for three hours."

"Two students of the Mt. Clemens High School were vigorously paddled by the Superintendent for violating the rules against snowballing."

"The boys of Benton Harbor High School make life miserable for their superintendent. Their latest offense was to let live rats into the schoolroom. They had previously torn down the school flag."

"The students of Olivet College recently were reprimanded for a prank in which they turned a flock of sheep bedecked with tin cans into the girls' dormitory."

"The students at Hillsdale College recently put up a large beer sign in the college chapel and greatly disturbed the customary convocation services."

"Superintendent Chalmers of Grand Rapids, mounted on a bicycle, is a terror to evil doers. He happened the other day to spy four truants. It was a chase through the streets and alleys, but by a beautiful flank movement and a leg charge down a bluff, Mr. Chalmers gathered to his arms one of the lads and bore him in triumph to the office. Through him the hangouts of the other hoodlums will be learned and justice meted out to them."

Would the situation be any different today if at one sudden move all these new and interesting activities of the school were suddenly removed? Would children like school any better than they did then? I think schoolmen sometimes fail to realize and appreciate this value of the extra-curricular program simply because they have never experienced a situation replete with annoyances such as have been described. The fact that these things do not exist today, however, is one that should be attributed in large part to these new educational interests, so valuable because the students themselves share in them and largely organize them, and because the activities are so closely allied to actual life situations. These extra-curricular interests have grown up to occupy the students' attention and to make school a place of attraction rather than a prison to them. Whenever one hears of students on strike today it is not because of a dislike for school but rather because some of their prerogatives in the extra-curricular field have been infringed upon.

In presenting the "safety valve" idea, which was the oldest of the claims made in behalf of extra-curricular activities, and of athletics in particular, it should also be pointed out that there was a definite relationship between this emphasis and the campaign slogans of the newly organized playground movement in the large cities to the effect that organized play reduced the amount of juvenile delinquency and crime. The direct remedial emphasis came first and it was left for the more recent years to go beyond the mere emphasis on using up surplus energy in out-of-school time and to stress the positive values of extra-curricular activities in the way of building health, character, and citizenship, producing mental normality and happiness, and otherwise training for life.

Relative Values in Education

IT WAS significant that the recent report of the National Survey of Secondary Education, in giving the results of its three-year study from July 1929 to June 1932, pointed out that there are widespread tendencies in evidence to revise the curriculum, particularly from the standpoint of making it more flexible and functional and of providing still more for individual interests and abilities. Another of the findings of distinct importance to our own profession was that there is a definite shift away from requiring foreign languages and mathematics toward

a curriculum requiring social subjects and physical education.

That prominent schoolmen are fully committed to the new education may be definitely inferred from many statements that have recently been made by such men as Professor George Strayer of Columbia University; Dr. Payson Smith, Commissioner of Education for Massachusetts; Dr. Edwin Broome, Superintendent of Schools, Philadelphia; Dr. Edgar Johnston, Principal of University High School, University of Michigan; and Dr. Jesse H. Newlon, Lincoln School, Teachers College, Columbia University. Dr. Smith has ably summed up this consensus of opinion in his statement that: "There has been some discussion about eliminating some of the newer things in education, that the things that have come last into the program should be the first to go. I am not at all of that point of view. I am trying to believe that if we study our program with a view to eliminating something, we might eliminate what came in the 18th and 19th centuries, and not those of the 20th. The things that have come into the educational program in the latter century have presumably been thought out in relation to the needs of the children of the century. Therefore, I think the programs of music and art, and programs having to do with health and with recreational opportunities, are not among the first to go, but among the last, because they have been thought out in relation to the needs of the modern child."

The Ninth of the Ten Cardinal Points

THE organization and administration of health and physical education in schools as a single executive department, closely integrated and thoroughly coordinated with the general purposes of Education. The growth of many services that touch the health and development of boys and girls marks in characteristic fashion the first three decades of the Twentieth Century in American education. These services have ranged all the way from medical inspection with its emphasis on records to intercollegiate athletics with its emphasis on records also. From a dozen directions efforts have been focussed upon producing a better environment, a healthier and happier child, although the organizations employed and the secondary aims and purposes that intervened have often prevented the realization of such worthy goals.

Let the purpose of all the varied services that touch the health and development of youth be clear and the "Topsy-like" character of health and physical education will disappear. To this end, a single executive department with appropriate division chiefs will meet the approval of those interested in economy of funds and of those interested in educational efficiency. While it may be Utopian to expect any rapid advance in this direction, the depression will have been of real service if it hastens this type of organization and administration. By *Jesse Feiring Williams, M.D., Columbia University, President of the American Physical Education Association.*

Cooperation in Economy

WE NEED not have an ear to the ground to be conscious of the stir that is abroad in questioning the cost of education, or to know that physical education is coming in also for its share of criticism. There is, however, no denying the fact that in many instances relating to construction and administration, directors and supervisors have been thinking in terms of the best conceivable, rather than the best possible under existing circumstances. Wherever public funds are concerned, it has become necessary for every administrator to practice the most painstaking economy.

The best administrator is he who can utilize to the greatest degree the equipment that is available. When our opinions are solicited, we should discourage the buying and installation of unnecessary equipment. For example, it is difficult to defend all the equipment of shower baths for girls in numbers of seventy-five or more; ideal yes—essential, no. We have much more time than money, and so bathing in two or more relays is not only good economy but is good administration. Better to strive for more time than for more equipment.

Another extravagance in the high schools for which there is no substantial reason is the prevalence of the "team room." Such a room, with all its appointments, costs as much as a classroom, and a demand for it is not only extravagant but uneducational; there is ample space in the locker room at the time of a game. The need stressed by coaches for eleventh hour psychology, to be uncorked in a sound-proof compartment, had better be laid aside in the name of economy if for nothing else. Instead, we should realize that in the mingling of players while dressing and bathing is the solution of what we all talk of so glibly—good sportsmanship. A friendly mingling of contestants would serve this purpose far better than the cold-blooded handshake before the game starts and the supposed evidence of good sportsmanship in the "rah-rah" after the game.

Let us make a voluntary survey in our local field before someone else makes it. A careful study of the budgeting of time, space, equipment, and instructors is bound to result in a more economical and more efficient department of physical education.—By *Carl L. Schrader, Massachusetts State Supervisor of Physical Education.*

The Season's Greetings

The officers of the American Physical Education Association wish to express their keen appreciation of the continued interest and support of the members of the Association, and also to wish for them a Merry Christmas and a Happy and Successful New Year.

Henry Panzer

In Memoriam

By Margaret C. Brown

AFTER a full and vigorous day in which he taught his classes, discussed policies with the president of a neighboring college, consummated plans for a demonstration of gymnastics in Buffalo, Henry Panzer died, quite suddenly of a heart attack, the evening of October 17, 1932. During a lifetime of activity, and as president of Panzer College of Physical Education and Hygiene, he planned and worked and hoped. On that day still planning he left his college, closing the door behind him, never to return.

Events fashion great men, and if there is any measure of truth in this statement, the active, busy career of Henry Panzer singled him unerringly for success. He was born in Solothurn, Switzerland, on September 19, 1868, and received his education in the gymnasium of Biel, Switzerland. Upon graduation, he attended the Normal School of Gymnastics at Karlsruhe, Germany, from which he graduated in 1895. There he studied under Alfred Maul, one of Europe's outstanding leaders in the field of physical education. He continued his studies at the University of Bern, Switzerland, and graduated from that institution in 1897 with a degree of M.G. *(Maitre de Gymnastique)*. He came to America in 1899 and attended the Posse School of Gymnastics in Boston and received the diploma in 1904. Nor was Mr. Panzer ever content with what he had achieved. He studied continually until the time of his death. For three summers from 1928 to 1930 inclusive, he studied in both the Bode and Loges Schools of Rhythmical Gymnastics, Germany, and was thus instrumental in introducing rhythmical gymnastics to America and disseminating its philosophy to American schools.

Mr. Panzer's experience was varied. For six years he taught gymnastics in the public schools of Switzerland, and during this time he also served as director of courses for teachers of public schools and leaders of gymnastic societies, for the Swiss government. After his arrival in the United States, he established and directed a private gymnasium for educational and medical gymnastics in Carnegie Hall in New York City. He also was director of recreation in the community centers of New York City, instructor in gymnastics at the Swiss-American Gymnastic Society of Hudson County, and for ten years taught educational and medical gymnastics and lectured on kinesiology at the Summer School of Physical Education at Chautauqua, New York. In 1918, he came to the Newark Normal School of Physical Education as its director, and in 1919 he was made its president. After the school had been moved to East Orange where it occupied beautiful quarters of its own, and after the curriculum had been changed from a two-year normal course to a four-year college degree course, the name of the school was changed to the Panzer College of Physical Education and Hygiene in his honor.

Mr. Panzer's affiliations with organizations were many. He was a member of the New Jersey Physical Education Association and was elected president in 1929. He was also a member of the Association of Teachers of Physical Education of New York and New Jersey, and its president from 1921 to 1928. He was an ardent member of the American Physical Education Association.

Nor were Mr. Panzer's contacts limited to his state and the college. In the field of physical education, he was an international figure and rendered international service.

In 1928, on the occasion of the Olympic Games in Amsterdam, Mr. Panzer served on the American Olympic Gymnastic Committee and compiled the free-standing Olympic team exercises for the American gymnastic team.

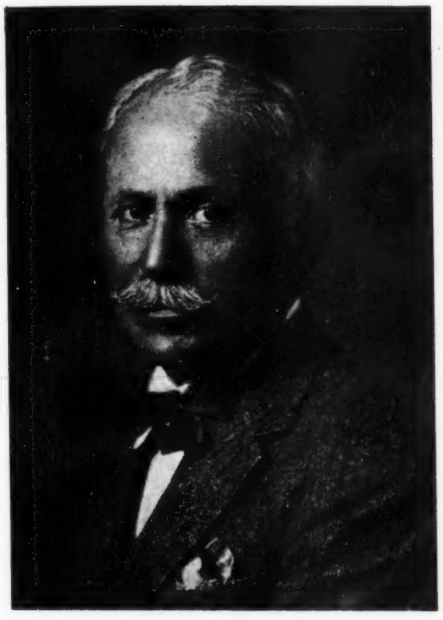
Mr. Panzer served as president of the jury in the gymnastics competitions, and as adviser to the Technical Committee at the Olympic Games held in Los Angeles in 1932.

He was also a member of the standing Gymnastic Committee of the Amateur Athletic Union, a member of the committee appointed by the Swiss government to study sports in England, and delegate to the Conference of the International Gymnastic Association, Luxembourg, Europe, 1930.

The fruition of great promise expresses itself in writing and Mr. Panzer was the author of *Physical Training and Preparatory Military Instruction,* and *Teacher's Manual of Physical Education.*

Mr. Panzer had the satisfaction of receiving some measure of recognition for his work. He received two diplomas for merit from the International Olympic Games Committee, the Award of Merit from the New Jersey State Association, and the Fellowship in Physical Education from the American Physical Education Association for outstanding and distinguished service in the cause of physical education.

When he left his college and his work on that seventeenth day of October, there was much that he could look back upon, were he so inclined, and much for which he could say "I have done well." But he did not look back at the closely woven pattern of his life and achievement, but only forward to the future. He had been invited to act as judge at the national festival of gymnastics in Milan, Italy, next summer. He was making and molding his philosophy of rhythm, as expressed in rhythmical gymnastics, in eager anticipation of his address and demonstration before a teachers' convention in Buffalo, New York, on November fourth. His desk still bears the silent evidence of activity and his great spirit. His college, in deep and reverent determination, is certain that both the work and the spirit of Henry Panzer will not die.



Jean Chryssafis

In Memoriam

By L. W. Riess

WITH the sudden passing of Jean Chryssafis, one of the brightest lights in the world of physical education has been extinguished. He leaves a void which it will be difficult to fill. In spite of his achievements, he would have said, in the words of Cecil Rhodes, "So little done, so much to do," for he left his work just as he was about to taste the fruit of long and tireless labors. A new physical education law, which he proposed, is about to be put upon the statutes; he was ready to publish a comprehensive book on physical education for the Ministry of Education, to be used in all the schools; he was perfecting plans for staging ancient Greek games within the next year or two. He rejoiced at the completion of the new Academy of Physical Education and he was encouraged by the increasing number of playgrounds springing up throughout the country. Having recently built his beautiful country home, a life-time dream, he was looking forward to the quiet years which he hoped soon to enjoy among his books when physical education in Greece should be well established.

Whatever the future development of physical education in this country may be, and whoever may take the credit for what is accomplished, the name of Jean Chryssafis will always stand out among the greatest leaders of modern Greece, as a true pioneer, who, by his vision and his forceful efforts, gave this country a new conception of physical education and, reminding them ever of their glorious past, spurred the youth of Hellas to take again their rightful place in the world of physical education.

As a Cretan, Chryssafis was filled with patriotic fervor. He came of a race of men who have struggled incessantly for a freedom which they have only recently gained. Crete was annexed to Greece as late as 1912. He himself fought in the Balkan wars and knew the ecstacy of winning freedom after centuries of oppression. He had visions of a great Greece built upon the concept of a sound mind in a sound body and threw his boundless energies into the fight to build up a healthy nation through its youth. The training for his life work was received in the Swedish Central Institute in Stockholm and he remained loyal to the Swedish system of physical training although he had many opponents because of it. It seemed to him, that the Swedish system, while not entirely suitable for Greek youth, reached a larger number than, perhaps, some other systems which would require funds and facilities which he did not have. With the erection of the Normal School of Physical Education, the completion of the Academy, and the acquisition of play fields, remarkable strides have been made in all phases of physical education. The army, schools, universities, and sport clubs have all been encouraged to employ properly trained gymnastic instructors and to introduce a wide variety of games, supplemented by hygiene courses.

For twenty years Jean Chryssafis has been the acknowledged authority in Greece on matters of physical education and the greatest living authority on the ancient Greek games. He was closely in touch with leaders all over Europe and was instrumental in sending Greek students abroad to study the latest methods in physical education. His collection of old books and prints of physical education through the ages was one of the finest collections in Europe. He was an inveterate research worker and his writings are numerous. To American readers he will be remembered for his scholarly articles, appearing in the *Pentathlon* and the JOURNAL OF HEALTH AND PHYSICAL EDUCATION, which discussed the writings of Plato and Aristotle on physical education. In every respect his life was devoted to the study and teaching of physical education and his one ambition was to serve his country by means of teaching right living to the growing boy and girl.

No man ever chose a nobler task and few, struggling against such great odds, have ever given more devoted and efficient service.

Physical Education for Girls

— Needs in Junior and Senior High School

By

FLORENCE A. SOMERS

Chairman, Committee on Needs in Junior and Senior High School Physical Education for Girls

THE COMMITTEE on "Needs in Junior and and Senior High School Physical Education for Girls" was appointed in 1930 by Dr. J. F. Williams, President of the Eastern District of the American Physical Education Association. The committee personnel which was selected to represent both junior and senior high schools, public and private, consists of the following members:

Louisa May Greeley, The Brearley School, New York City.
Mary M. Heffernan, Supervisor Health and Physical Education, State Department of Public Instruction, Harrisburg, Pa.
Ruth Mershon, Public Schools, Mount Vernon, N. Y.
Alma Porter, Assistant State Supervisor of Physical Education, Boston, Mass.
Therese Powdermacher, Eastern High School, Baltimore.
Florence A. Somers, Chairman, Associate Director Sargent School of Physical Education, Boston University.

The methods by which the committee obtained the data in the following report are outlined briefly. After consultation concerning the classification of the needs of secondary school physical education, the members of the committee worked individually, for the most part, sending letters to a number of persons in the particular group which each represented, for the purpose of ascertaining their opinions on the questions before the committee. One committee member canvassed teachers in junior high schools, another in private secondary schools. Miss Heffernan and Miss Porter, representing administrators in secondary schools, sent a questionnaire to about four hundred leaders in secondary education, both in general education and in physical education. The names of these leaders were obtained from the state directors of physical education or from the commissioners of education of the forty-eight states.

The results of this questionnaire have given the most definite and valuable material secured for the report of the committee. Only those answers which recurred the greatest number of times were used in compiling the statements in the report. A great many interesting opinions were offered by individuals which are not included. The results in detail will be written up as a separate study. The opinions of approximately one hundred experts in the field of secondary education located in all sections of the United States should prove not only of interest but of the greatest value in a study of this kind.

Having formulated statements from the results of the investigations of the various members of the committee, the chairman sent these statements to each member for re-checking and corrections. The committee members were asked also to rank the six statements which appeared to them to be the most important at the present time in their particular field. The statements ranked as important varied so greatly that no use has been made of the results. In the thirty statements placed as among the six most important to each of the five members of the committee only three were mentioned more than once: B.4., on the need of an athletic or play field, being given one third place, one fifth place, and one sixth place; C.11., on school credit for physical education, one second place and one sixth place; and A.1., on the bases for determining the nature of the program, one second place and one fifth place.

The committee submits the following report as the result of its study:

The Program

Bases for determining nature of program.

1. Individual needs, considered first, from the physiological, psychological, and sociological viewpoints; second, from the stage of development, physical and mental; and third, from the interests of the girl.

2. The facilities and equipment of the school plant; the location of the school in relation to season and climate; the enrollment of the school and the size of the classes; the nature of the community in which the school is located; and the social demands of the community upon the girl.

3. Knowledge of the previous experience of the students in play and rhythmic activities. This may be determined by ability tests.

4. The health needs of the students and their physical fitness determined by the aid of a health examination and other available means.

5. The recreation needs and the possibilities for present and future leisure-time activities.

6. Opportunities for training in leadership.

Recommended activities.

7. A broad and varied program of activities should be conducted in both junior and senior high schools, emphasizing games and sports* and self-testing activities.

*The games receiving the greatest number of votes in the questionnaire replies for the junior high school program are volleyball, tennis, track and field, and indoor baseball; for the senior high school, tennis, basketball, hockey, and volleyball. A great variety of other games and sports were recommended.

8. Swimming is believed to be a very beneficial activity for this age.

9. Dancing should be given an important place in the program, and many think that folk dancing is the most essential, while clog and natural dancing provide interest and development.

10. The type of individual sports which may be used as recreation in leisure time in the community in which the school is located is important.

Facilities and Equipment

Gymnasium.

1. The gymnasium should be adequate in size to accommodate the largest scheduled classes, and in schools of sufficient enrollment there should be separate gymnasiums for girls.

2. It should be equipped with suitable apparatus, such as mats, ropes, rings, stall bars, and jumping standards, and with ample games equipment, as balls and bats, nets, goals, and targets.

3. There should be a piano or victrola, or both, to be used for dancing.

Athletic and play fields.

4. An athletic or play field is an essential part of the girls' physical education program, and, if possible, an area separate from the boys' field.

5. It should be equipped with courts and fields for the games of hockey, tennis, volleyball, baseball, soccer, basketball, and for track and field athletics and archery. Many other game areas are desirable, such as golf, handball, tenikoit, badminton, and croquet.

Shower facilities.

6. The individual shower booth, with separate dressing rooms either opening directly into the shower or into another room is preferred. There is some opinion, however, in favor of the open shower room for high school girls.

7. The school should furnish the towels for the shower baths and swimming and maintain laundry service.

Type of locker.

8. The wire basket storage system or the individual metal box is the preferred type of locker. The double tier locker is recommended, especially the double tier combined with the full length locker.

Swimming pool.

9. First in importance in the administration of a swimming pool is the trained instructor, who should possess a life-saving certificate in addition to her ability to teach.

10. The sanitation of the pool should be assured, including the proper filtration, chlorination, and testing of the water, and cleanliness of the pool and surrounding surfaces.

11. It is also essential to provide suitable care for the swimming suits and towels. This usually means an attendant or matron and a service room.

12. There must be shower baths properly placed adjacent to the pool and sufficient in number.

13. Among articles of equipment for which there is the greatest need are hair dryers, low and high diving boards, and life-saving equipment.

Other facilities and equipment.

14. A girls' rest room supplied with cots is essential.

15. There should be offices for the instructors, containing first-aid equipment, telephone, cot, shower and toilet, and located near the gymnasium and locker room.

16. A special room for corrective exercise is recommended for the larger secondary schools. This should be equipped with some apparatus and mats and may also contain the apparatus for physical examination.

17. A separate room for physical examinations is recommended wherever it is possible.

18. The equipment and facilities should be sufficient for the demands made of them by a rich program in physical education.

Costumes for physical education.

19. The one-piece, washable, romper-style suit is recommended as the most satisfactory costume for both junior and senior high school girls.

20. Low socks and sneakers are suitable and practicable to be worn with this suit.

21. A sweater or sweat shirt will be necessary for outdoor activities in many localities.

Organization and Administration

Bases for classification of pupils.

1. Junior and senior high school girls should be classified for instruction by their physical condition, determined by the health examination and by motor ability or other tests.

2. The physiological age of the girl is important, especially if used in connection with the ability tests.

3. The grade and class of the student should be considered.

Size of classes.

4. Classes of from thirty to forty students are the most satisfactory for both junior and senior high schools.

Number of periods a week.

5. Five sixty-minute periods a week are recommended. A period of this length is considered better than the double period of ninety minutes occasionally found.

6. Physical education should be required in junior and senior high schools with the possible exception of the twelfth or last year.

7. Extra-curricular activities are desirable but should not be substituted for the required program in physical education except under certain conditions. These exceptions may occur when the student is physically fit and the fundamental activities have been learned; in the last years of senior high school only; for group A if the Rogers' tests are being followed, etc.

Health examination.

8. The health or physical examination (including the medical aspects) should be administered at least

once a year. The opinion is held by a number of people that the examination should be repeated every six months.

9. The minimal essential items of the examination are heart and lungs, throat, eyes, ears, posture and feet, nose, teeth, skin, weight, and height.

10. The purpose of the health examination is to discover defect or weakness, with the accompanying follow-up and correction of the defect or weakness, found in order to improve the health and prevent physical incapacity. The examination should be used also as the basis for the classification of students for physical activities according to their individual needs.

School credit.

11. Credit for physical education should be allowed toward graduation. The amount of credit should be determined on the same basis as credit for other subjects.

12. College entrance requirements should be flexible enough to include credit units for physical education.

13. As a basis for rating students for credit, achievement, attitude and effort, and attendance should be given the most consideration.

Testing.

14. The purpose of testing in physical education in secondary schools is first, classification according to physical ability in order to facilitate and improve instruction; second, for the measurement of progress in achievement from time to time; third, to make possible a program which shall be more suited to individual interest and satisfaction; and fourth, as a basis for grading.

Extra-curricular activities (After-school activities).

15. Extra-curricular activities in games and sports and dancing are especially valuable for the high school girl when organized through clubs, athletic associations, and inter-class and homeroom leagues.

16. Among the physical education activities most desirable for extra-curricular organization are hiking and camping; tennis and swimming; team games, as basketball, hockey, volleyball, and soccer; and dancing.

17. Extra-curricular activities should be so selected and organized that they will contribute to the possession of leisure-time interest and drive.

Personnel

Professional preparation.

1. While the three-year course in a normal school of physical education, in addition to some teaching experience, is acceptable in certain localities for the teacher of physical education, it is strongly recommended that the teacher have at least a four-year college course with a major in physical education. In addition to this, many recommend an extra year of study or teaching experience for the senior high school.

Personal qualifications.

2. The essential personal qualifications for the teacher should include a pleasing personality, good health, strong leadership qualities, and a sympathetic understanding of the adolescent girl and her problems. Other important qualities are good character, enthusiasm, knowledge of the field, ability to organize, progressiveness, initiative, friendliness and tact, and a reasonable degree of skill in the performance of physical education activities.

3. The teacher and coach of girls' activities should be a woman. Whenever the department of physical education is large enough for an administrative staff, the administration and supervision of the girls' activities should also be under the direction of a woman.

Chief duties of the teacher.

4. The teacher must conduct the classes assigned to her; she must be able to organize from the point of view of pupils, activities, and facilities; she must be able to look after the necessary school records; and she must be interested in after-school activities. There are many other duties of the teacher, from that of being able to inspire her students to achieve to that of knowing her community.

Teaching load.

5. A normal teaching load in secondary schools is five hours a day during the school session plus time for conferences and after-school activities on two or three days of the week. Saturdays and holidays offer unusual opportunities for the teacher to organize leisure-time activities for her students.

6. The number of students assigned to each teacher should not exceed 300.

Urgent Problems in Meeting Needs of Junior and Senior High School Girls

The small high school.

1. The greatest need in the small high school is the teacher professionally prepared in physical education. It is recommended that any teacher asked to teach physical education or to coach athletic teams in a high school should have at least completed a minor in physical education in college or have taken two summer schools of intensive preparation in physical education.

2. Inadequate provision of facilities and equipment is a handicap to the physical education program. The athletic field and playground located near the school is a necessity for even the smallest high school, and in localities where the winter season is cold and stormy, there must be an indoor room suitable in size and equipment for the athletic games of the adolescent and for dancing.

3. Some of the essential features of a good program in physical education seem difficult in schools of small enrollment, such as the proper classification of students, the health examination, and a varied program of activities.

4. The possibility of interesting intramural competition is small and raises the question as to what kind of competition with neighboring schools is desirable.

The medium and large sized high school.

5. While facilities and equipment are still the

(Continued on Page 56)

Footnotes on the Olympic Games

By

V. K. BROWN

Superintendent of Playgrounds and Sports, South Park Commissioners, Chicago; Official Olympic Judge

(Concluded from the November issue)

BARON DeCoubertin, founder of the modern games, stated the spirit of the games in the following sentence. "The important thing in the Olympic games, is not in winning, but taking part. The essential thing is not conquering, but fighting well."

One of the athletes to exemplify the above spirit, in the face of many adverse circumstances was Ralph Metcalf, the great sprinter. Despite the fact that the judges' decision was against him in the memorable 100-meter race, and the further fact that it was afterwards believed that in the 200-meter race he had been unjustly handicapped by an engineering error in measuring the lanes. Metcalf himself accepted these misfortunes as a gentleman and a sportsman, and merely admitted that August, 1932, was not his lucky month. In fact, his sportsmanship was shown by so many incidents, which the audience was quick to notice, that he was beyond doubt one of the most popular athletes with the spectators in the entire games. In one of his early heats, after winning the heat, he turned to compliment the runners who had contested the race with him, and missing one of the men who had placed, glanced around to discover that the unfortunate opponent had pulled a tendon, or sprained an ankle, just at the finish line, and was lying on the ground where he had fallen. Metcalf disregarded all of the officials, who had checked his number, and the photographers who wanted pictures of him, and rushed over to the unfortunate athlete, helped him to his feet, and almost unassisted, carried him off the field before the field attendants could reach him. He only turned to the officials after he had seen that the athlete in question was satisfactorily taken care of. It was so manifestly a spontaneous expression of the man's personal concern towards his opponent, and was so utterly unaffected and natural in the way in which it was done, that everyone's appreciation was immediately attached to him and throughout the later conduct of the games, the crowd was unquestionably with him, and pulling for him to win.

Numerous incidents occurred as the games progressed to indicate that the athletes themselves had noted, and were reflecting, this spirit in their competition. In the 5,000-meter race, a diminutive Japanese runner exemplified this spirit in a way which won for him one of the greatest ovations in the history of the modern Olympics. His slight body apparently won for him the best wishes of the audience from the start, but as the race progressed, every spectator could see that he was hopelessly overmatched by the more powerful athletes from other lands. He went courageously ahead, however, giving everything that he had, although every other runner passed him early in the long grind. Finally, the two leaders fighting for first place, came up behind to lap him. Already showing signs of distress at the fast pace which he was desperately maintaining, he glanced back, to see that they were about to pass, and staggered away from the pole to give them the inner lane, to which he was entitled, but which he surrendered in a gesture of good sportsmanship. The entire field lapped him before the finish, and although he was utterly exhausted he continued doggedly around the course, the only man left in the race. Almost blinded by exhaustion and threatening to collapse at every step, he fought his way around the track, and no winner in the entire series of games received a more sincere outpouring of applause than the audience gave him.

Japan was the nation which threatened America's supremacy in the games. Its athletic representation is coming up fast to the point where apparently it will very shortly be our most dangerous competitor. The audience knew when the games started that in the swimming events Japan would certainly outscore us, but the sportsmanship of the Japanese athletes, their courtesy toward their opponents, and the splendid manliness with which they gave their utmost in whatever event they entered, won the hearts of the spectators, until the Olympic Stadium might almost have been criticized by other nations as favoring the Japanese contingent. While the Japanese won the crowds, the crowds also won the Japanese. Dr. T. Yanamoto, Professor of Waseda University, in charge of the Japanese track and field team, made this statement during the games: "In sport, the man is naked. His real character comes out in victory or defeat. We get a clear picture of each other. There is brotherhood in this. Our Japanese men now know your men. We admire them. Japan is closer to you. We will take back the word."

Swimming critics found the Japanese technic something new. The story was, that, lacking swimmers in the World's championship class, Japan secured motion pictures of the World's best performers, and submitted these pictures to engineers, asking them to analyze the technics, to make a study of the engineering possibilities of the human body in propelling itself through water, and if possible to reduce the art of swimming to its final technical perfection as an engineering problem. They then took the more youthful and promising swimmers of their country and schooled these swim-

mers from the very beginning in the movements and rhythms which the engineers formally indicated. There can be no doubt that the reach of the arm in their adaptation of the crawl stroke is shorter, but more powerful in its leverage, and that the thrashing foot movement takes advantage of the shape and action of the foot to give more of propulsion. Judging by the success of the Japanese in the speed swimming and the youth of their swimming contingent in general, the rest of the world will have to adopt the Japanese methods, or something still better, if we are not to concede the World's leadership to the Japanese in future Olympic swimming.

An instance of superior sportsmanship escaped the notice of the press, and did not get the attention which it deserved. It will be recalled that Lord Burghley of Britain won the 400-meter hurdles at Amsterdam from our boys, Cuhel and Morgan Taylor. Taylor as a three time Olympic veteran was slated to carry the American flag on the day of the parade and opening ceremonies. Some doubt was expressed as to whether Taylor would accept the honor, since it was known that carrying the flag was an exhausting labor, and many felt that he should decline in order to conserve his strength for the next day's trials. Lord Burghley of Great Britain is slight of build, and the distinction of carrying the British flag was given him. Fearing to exhaust himself and hearing that Taylor was not intending to carry the American flag, Lord Burghley declined to carry it for the British contingent. On the day of the parade, however, he discovered that Morgan Taylor was carrying the flag of America, and he refused to take what he considered an unfair advantage of his most dangerous known opponent, reconsidered his decision, and actually did carry the British flag in the parade—heading the British delegation, as Morgan Taylor headed the American. Lord Burghley lost his final race to Taylor who beat him by inches for third place in the magnificent final race, won by Tisdall, the great Irish hurdler. Had he not carried his Country's flag, two days earlier in the exhausting parade, it is quite probable that he could have beaten his American opponent. Taylor has a more powerful physique and could better stand the drain on his physical resources than could Lord Burghley, but in making the decision which he made, Lord Burghley proved himself one of the finest sportsmen in the history of the Olympics, and deserves the tribute which men always pay to such conscientiousness in sport as he displayed. A great athlete and a splendid gentleman—Americans owe him an acknowledgment of his superior sportsmanship.

The most deceptive athlete in the entire games, to me at least, was Carr, the winner of the 400-meter run and anchorman on the American 1,600-meter relay team. The Pacific Coast, with good reason, felt confident that "Blazing Ben" Eastman was unbeatable in his distance. Consistently running well below the World's record after the national tryouts, Eastman offered no alibis, but frankly stated that Carr appeared the better man. Eastman's hosts of friends, however, refused to believe it, and when the finals in the 400-meter were scheduled, the largest week-day attendance was in the stands to see for themselves this Easterner, who was such a phenomenon, that he could actually come in ahead of the great Pacific Coast champion. Eastman appeared the sturdier of the two, ran his races with a powerful stride at an almost uniform pace, and Carr merely kept within the field, reserving his final burst of speed for the straightaway at the finish. At the halfway point, Eastman's lead must have been approximately eight yards, but as they rounded the curve into the stretch, Carr began an effortless forward movement which was the very essence of poetry in motion. There was not the slightest indication of labor connected with it, he simply flowed past Eastman and into the lead with such ease that the spectator caught himself wondering when he would put on his final sprint. Eastman was timed in 46.4, a new World's record, but Carr made the distance in the amazing time of 46.2. I have seen some of the great runners, but never before saw a man break a world's record by any such margin as marked Carr's performance, producing among the spectators at the same time the universal feeling that if he would only open up and put something into his finish, he might have done much better. I doubt whether any one in the stands, unless he was holding a stop watch, had any idea that Carr was making a record such as he did. He seemed to float across the finish line under wraps, and he did the same thing as final runner in the 1600-meter relay. Warner had preceded him in that event, and had demonstrated his ability by running well under 47 seconds, giving Carr a big lead over Alec Wilson of Canada.

The stands knew that a new world's record in this relay event was being made and naturally wanted to see the best possible record hung up. Everyone, even to the moment when Carr crossed the finish line, kept hoping that he would open up and give something of that drive which he appeared to be holding in reserve to establish a record which would stand for years to come, and the stands were disappointed that he seemed to choose instead only to run in perfunctory fashion around the course, without putting forth any effort to better the record. The entire stand gasped when the announcer at the conclusion of the race gave the time of each of the members of the American team, and said, "It may interest you to know that Carr ran the final lap, again duplicating his new world's record of two days ago in the time of 46 1/5 seconds." If anybody ever makes it necessary for that boy to really hurry, there is no telling what he will actually do to the World's records in the intermediate distances.

In the high jump, Van Osdel of the United States tied with McNaughton of Canada at 6'-5-5/8", clearing the bar at this height together. They failed in three attempts each, at a new World's record, and still tied. The bar was lowered to the former distance to jump off the tie, and determine the winner. McNaughton is attending the University of Southern California and is a teammate of Van Osdel's in the University. Van Osdel was rated a slightly better jumper, and it was

not expected that McNaughton could reach such performing levels as he did on the afternoon of the contest in the Olympic games. Like the Japanese pole vaulter, however, McNaughton rose to the emergency and quite outdid himself after one or two fumbles at lower heights; and at the end of the afternoon's labors, he was quite evidently the stronger of the two men.

No spectator could feel that he did not deserve to win. Van Osdel was losing strength and McNaughton was coming from behind at the finish. But the thing which impressed the spectator most was the comradeship with which these two sportsmen encouraged each other, even though each of them, no doubt, coveted first place above everything else that afternoon. McNaughton jumped from the right hand side of the jumping standards, Van Osdel from the left; but as the contest had resolved itself into a duel between the two, they sat together on the bench resting between trials. Whenever either one got up to take his position preparatory to making his trial, the other also rose, slapped him on the back and apparently wished him good luck, and then stood to one side watching his rival get ready to make his effort. Van Osdel, when McNaughton was about to jump, would go tense, and crouch slightly as he saw his rival approach the jumping standards on his run. As McNaughton made his leap into the air, Van Osdel in sympathy would raise his right foot, pulling for his teammate's success. McNaughton on the other hand would nervously get up when Van Osdel was about to jump, would walk over to one side of the approach to the take-off, and would stand with eager intentness watching every move of his opponent. As Van Osdel made his leap, McNaughton clenched his two fists and made a lifting gesture of sympathy, putting forth his own energy to supplement his rival's and help him over. The desire on the part of each that the other should succeed, was something new in Olympic competition. It was so unmistakably shown by the actions of the two men and its sincerity was so evident, that no one could question it or even suspect that it was staged for its effect upon the audience.

The only incident which marred the contest, was the much discussed finish of the 5,000-meter run, in which Lauri Lehtinen of Finland barely defeated Hill of America, and in coming down the stretch twice crowded in front of Hill, when Hill was making a bid to pass him. Unquestionably Lehtinen's action constituted a technical foul. Hill had shown in the preliminary heat that he was an exceptionally strong finisher. Lehtinen knew that Hill was a worthy competitor, and he ran a strong race to open up as much distance as possible to make him secure against Hill's final sprint. Hill clung doggedly to a position within striking distance of the lead, however, and coming down the final stretch closed the gap between himself and Lehtinen. Lehtinen heard him coming, looked back over his right shoulder as Hill came up outside of him to pass, and lunged over in front of Hill. Hill broke his stride, slowed, and attempted to pass on the inside, and again hearing him, Lehtinen looked over his left shoulder, and in doing so moved over to the left, again blocking Hill's pathway. The people in the stands considered it a palpable and intentional foul. Lehtinen finished ahead by what the stands evidently considered unfair tactics.

The winner was not announced until next day, a conference being held meantime, to determine what action, if any, should be taken on the question of foul. Possibly, the decision was influenced by the fact that Nurmi had been earlier disqualified, and that Finnish public opinion was violently affected by this disqualification of one of their national athletic heroes. The judges may not have wished to further inflame the Finnish public. Finnish officials, however, had taken thoroughly sportsmanlike attitudes on the Nurmi disqualification, and one or two of them, whom I personally met, were not only sportsmen, but real gentlemen. They were not blindly partisan, and their explanation, I believe, is entitled to a hearing, not as being a post-mortem alibi, but rather as an honest interpretation of Lehtinen's action on the part of men who would be the first to condemn him, if they felt that he had intentionally used foul tactics. Their explanation was that Lehtinen knew himself to be at the end of his resources, heard Hill approaching, and thinking that Hill was intending to pass him on the inside, moved over to give Hill a free course, if Hill was able to beat him. Glancing back, as he made the move, he discovered that Hill was passing on the outside instead, and that his gesture of fair play was actually cutting off the American runner. He then moved back to his own lane, and again hearing Hill coming up, looked back only to learn to his further dismay that he had again blocked his American rival. Admitting the foul, their claim was that it was wholly unintentional, and that in fact it resulted from the highest type of sportsmanship on the part of their representative, who, spent as he was, made an effort to clear the pathway for a rival threatening to beat him.

Finland's athletes have been virile fighters, but fair ones, and their record entitles them to the benefit of the doubt. They know Lehtinen thoroughly, and they came to his defense in this situation. I do not believe, they would have done so if there was any doubt in their minds as to his intentions in the incident.

The quality of the competition was very well illustrated in the final 800-meter race. Genung, Turner, and Hornbostel of the United States, Hampson of Great Britain, Wilson of Canada, and Edwards of Canada, reached the finals. Advance dope was that Genung appeared America's best bet. He wore his traditional dirty pair of track pants, living up to his well known superstition by preferring his collegiate equipment to his Olympic uniform. Hampson won the race in World's record time of 1.49.8. Wilson placed second, Edwards third, Genung fourth; but the first six men to finish were all within the previous World's record time of 1.51.

The thing which contributed most to the success

(Continued on Page 49)

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The Play Day
of the Evansville, Indiana, High Schools

A Joint Committee Project by

SARAH MARGARET BLACKWELL, AGNES McCONNELL,
DORIS KIRK, and GLADYS WEINSHEIMER

THE FIRST play day for girls of Evansville and Southern Indiana high schools was held at Benjamin Bosse High School, Saturday, May 21, 1932, with forty girls from each of the three public white high schools of the city participating. Physical education instructors used their own methods in selecting the participants but agreed at the start that selection should not be based on individual ability in any or all physical education activities; rather that the selection should be on a basis of desire to participate, attendance, general record in class during the semester, and citizenship record. When time came for choice of forty from the original fifty or sixty who had asked to participate, the last three points of selection mentioned were considered.

At the meeting of instructors earlier in the spring a general outline for the entire day was made. This included choice of activities, time for each, order of rotation of teams, colors, plan for score charts, naming of committees, etc. Each instructor had charge of very definite divisions of the preparations. The decision to hold the play day at Bosse High School was made simply for convenience since that school has both a boys' and a girls' playfield, both of which are on the school grounds, have ample showers and locker space available, and also are easily accessible by bus or street car from any part of the city. Consequently the rôle of of hostess fell to Miss Kirk and her student assistants who handled the situation with an expertness which we should have accredited only the seasoned "Play Day Producers."

Ten colors were selected for the teams and it was decided to have the girls from our groups draw "out of the hat" for their color team for play day. Our plan here called for four girls from each school on a team, helping in this way to eliminate any idea of competition between schools. The activities decided upon for the day were:

Morning.—Track and field events as follows: fifty-yard dash, standing broad jump, running high jump, baseball distance throw, and round arm basketball throw.

Afternoon.—Two folk dances, stunt relays, and a round of games consisting of volleyball, kickball, baseball, and dodgeball. Time for the different events, the order of rotation of teams, and the details concerned with timing, scoring, etc., were straightened out well in advance, and the chart making went to Miss McConnell, instructor at Reitz High School. Charts were made from the following time schedule and program schedule and were instrumental as much or more than anything else in making the day's activities run as smoothly as they did.

TIME SCHEDULE

8:00—General meeting, Bosse High School Building—Instructions, distribution of badges and cards to teams, explanation of charts to assistants.

9:00— 9:30	First Period	1:00— 1:15	Free
9:30—10:00	Second Period	1:15— 1:30	Dances
10:00—10:30	Third Period	1:30— 1:50	Sixth Period
10:30—11:00	Fourth Period	1:50— 2:10	Seventh Period
11:00—11:30	Fifth Period	2:10— 2:30	Eighth Period
11:30—12:00	Showers, Rest	2:30— 2:50	Ninth Period
12:00— 1:00	Luncheon, election of team captains, songs, yells, etc.	2:50— 3:10	Tenth Period
		3:10	Showers, Dress, Clear Building

THE PROGRAM

MORNING

Period	Dash	Baseball Throw	Basketball Throw	High Jump	Broad Jump
1st	Purple-Gray	Red-Orange	Brown-Yel.	Blue-Lav.	Pink-Green
2nd	Yellow-Lav.	Pink-Blue	Gray-Green	Purple-Red	Brown-Orange
3rd	Green-Red.	Brown-Purple	Lav.-Orange	Yellow-Pink	Gray-Blue
4th	Orange-Pink	Gray-Yellow	Red-Blue	Green-Brown	Lav.-Purple
5th	Blue-Brown	Lav.-Green	Pink-Purple	Orange-Gray	Red-Yellow

AFTERNOON

	Baseball	Dodgeball	Stunt Relays	Kickball	Volleyball
6th	Blue-Yellow	Orange-Brown	Gray-Pink	Red-Green	Lav.-Purple
7th	Lav.-Green	Red-Pink	Orange-Purple	Blue-Brown	Gray-Yellow
8th	Gray-Brown	Blue-Purple	Red-Yellow	Lav.-Pink	Orange-Green
9th	Orange-Pink	Lav.-Yellow	Blue-Green	Gray-Purple	Red-Brown
10th	Red-Purple	Gray-Green	Lav.-Brown	Orange-Yel.	Pink-Blue

To facilitate running off the track and field activities, we laid off the play space so as to have two high jump sections, two dash, etc., thereby allowing ten teams to be playing in actually ten different sections of the field and at the same time to be competing with each other. For example, Yellow team at high jump No. 1 and Pink team at high jump No. 2, while in different parts of the field, were really competing against each other, because later the score charts for the two teams were compared and the winners taken from the two.

The charts were numbered, and corresponding numbered signs on the field made it easy for the girls to find their places at any time. Following is the chart used:

(Continued on Page 56)

Fundamental Basketball Habit Drills

By

HERBERT L. FISHER, M.A.

Athletic Instructor
Indianapolis Athletic Club
Indianapolis, Indiana

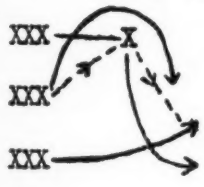
LAST winter I conducted a basketball survey for the purpose of collecting the fundamental basketball habit drills as taught in the high schools and colleges throughout the State of Indiana.

A letter was sent to all the coaches requesting their most successful passing and shooting drills, dribbling and pivoting drills, combination drills, and special drills. From the great mass of material that was returned, the writer, after careful experimenting and testing, selected the following as being most practical and satisfactory.

Key to Basketball Diagrams

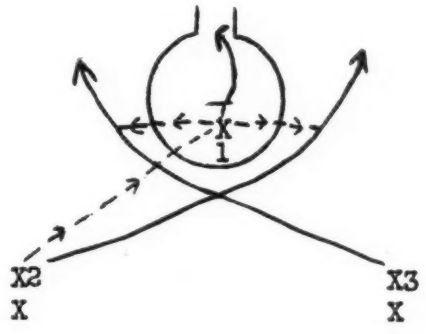
X Offensive player	——— Path of player
0 Defensive player	- - - - - - Path of ball
U Pivot	..... Dribble

1. Three Men Criss-Cross Drill



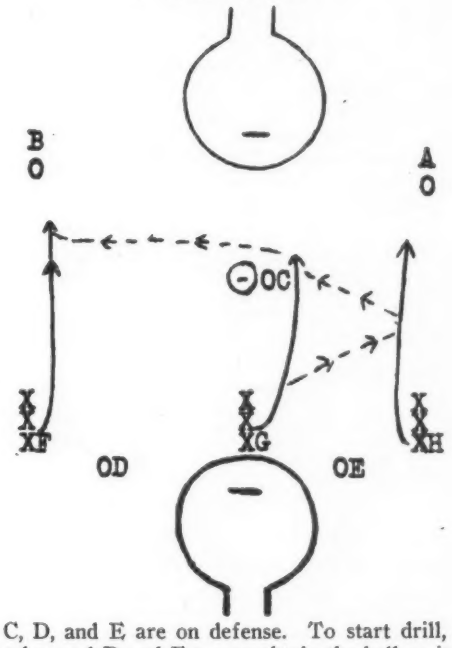
Center man starts drill by passing to either man. Each player cuts behind the man to whom he passes the ball. Various types of passes may be utilized in this drill. Excellent offensive drive practice.

2. Pass, Pivot, and Shooting Drill



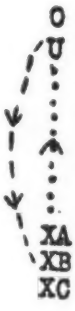
X2 passes to X1. X1 may pass to either man crossing or turn and shoot or dribble in for a shot. This play may be used effectively near the foul circle.

3. Three Men Rush



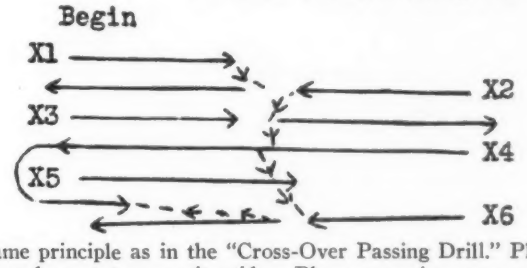
A, B, C, D, and E are on defense. To start drill, C shoots for the basket and D and E try to obtain the ball as it rebounds from the backboard as well as do the offensive players F, G, and H. If the latter retrieve the ball, the offense begins and C attempts to break it up in the center of the floor. If the offensive players get by C then the defensive players A and B offer resistance. The offensive players work ball until they get a short shot. Offensive men not allowed to take long shots. The ball is in play unless fumbled, held ball, or when a foul has been committed. Penalize offensive men for all errors by making them go on defense.

4. Pivot and Dribbling Drill



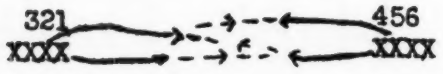
A dribbles toward opponent O, pivots and passes back to B who repeats the exercise, each man returning to the end of the line. Give every two men a ball and let the entire squad dribble and pivot and pass back to each other permitting them to go any place in the gym.

5. Parallel Cross-Over Passing Drill



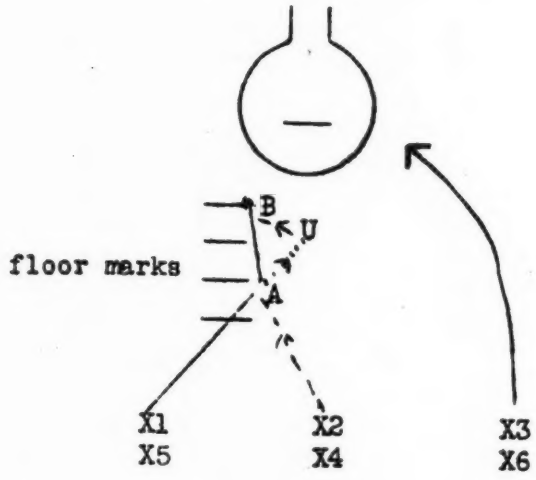
Same principle as in the "Cross-Over Passing Drill." Players pass and cross to opposite side. Players are in even numbers and about thirty feet apart. Receiver meets pass traveling at full speed.

6. Cross-Over Passing Drill



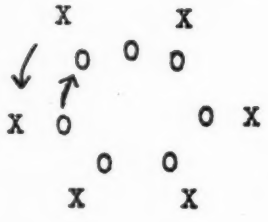
X1 passes to X4 who in turn passes to X2, then to X5. Players cross over to the end of the other line after each pass. Different types of passes may be used.

7. Chalk Line Shooting



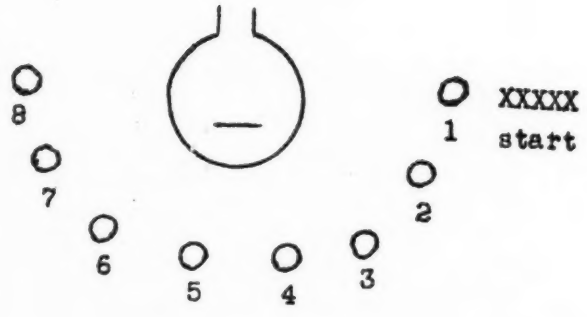
Player X1 cuts for basket and receives pass from X2 at A. X1 dribbles in and pivots and passes back to X2 at B, who stops quickly on special chalk marks where he takes a shot. X1 and X3 follow in for short shots and pass ball back to X4. Players change rows.

8. Circle Pass Drill



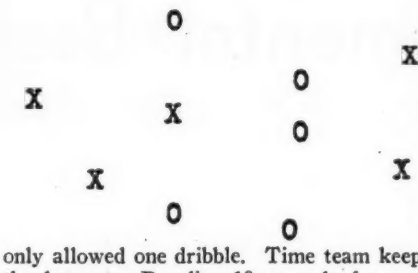
The players in the inner circle move in opposite direction to that of the outer circle. Several balls may be used employing the different kinds of passes. Start drill by having men walk; later add running.

9. Golf Shooting Drill



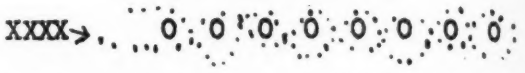
Each player must take a shot from each ring. When the player makes the last basket in circle 8, he is declared the winner. Team competition creates interest.

10. Keep-Away Drill



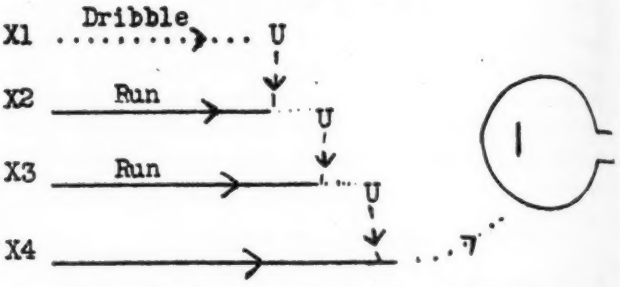
When one team gets possession of the ball the other team attempts to recover the ball. Passing, feints, dribbling, and pivoting permitted; no shooting allowed. Fine early season drill. Variations: Offensive men only allowed one dribble. Time team keeping possession of ball the longest. Penalize 10 seconds for a personal foul. Coach may specify different types of passes to be used. May permit shooting if team keeps ball over two minutes.

11. Figure Eight Dribble Practice



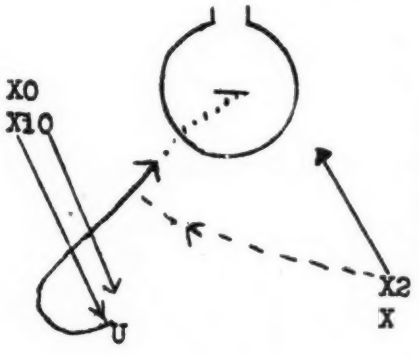
Dribble around players or chairs. First left hand, then the right, and alternate left and right hands.

12. Four Men Offensive Break



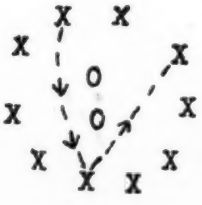
Three men dribble, pivot, and pass, the fourth man receives pass, feints, and dribbles in for a short shot. Others follow in for a second shot. It is important to time the start. X1 starts first, the others waiting and timing their start so as to meet pass while going at full speed. Alternate rows.

13. Guard Evading Drill

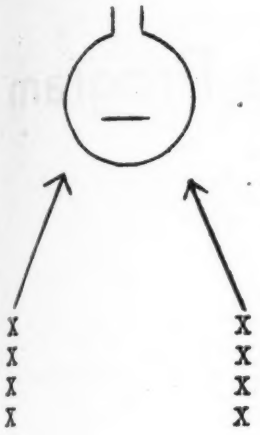


X1 charges out with opponent, stops, pivots, and cuts back toward the basket to receive pass from X2. X1 dribbles in and shoots. X2 follows in shot.

14. Cross-Circle Passing



Two men in center of circle who try to knock down or intercept passes. Use feints and have players try to outguess guards.



15. Long Shooting Drill

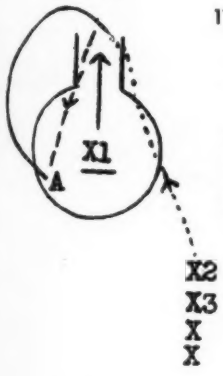
Two teams at a given signal shoot long shots, if clean hit, basket counts three points, banked or roll rimmed shots count two points. Player shooting gets rebound and passes to next man in line. Team with most points after definite time allowance wins the contest.

Variation

Allow two points for all long shots and one point for follow-in shots. Ball must not touch floor, otherwise player loses chance for a short shot. Team getting twenty-one points first wins the contest.

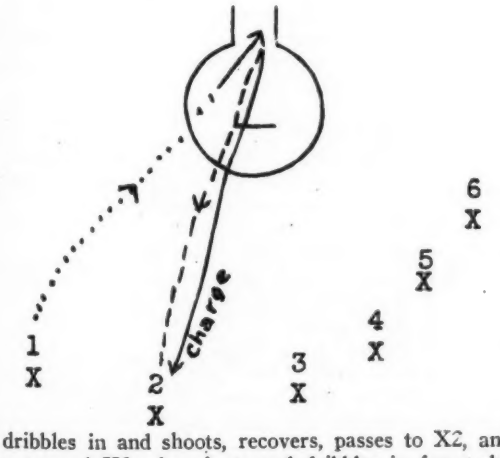
16. Timing Drill

X1 dribbles and completes a pivot pass to X2, who dribbles to foul line circle and pivots and passes to X3, who dribbles in for short shot. X1 and X2 follow in and recover and pass to X4. Continue the drill by having the players rotate positions.



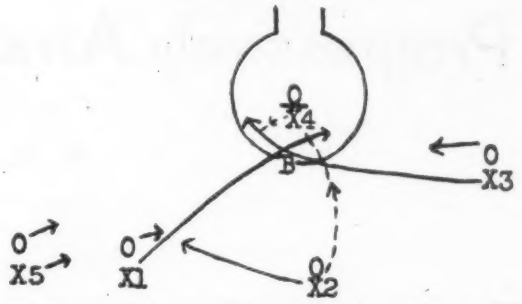
17. Drill For Getting Man Back Into Play

X2 dribbles in for a shot to start the exercise. X1 follows the shot and passes back to X2 at A. X1 falls in line, X2 passes to X3 coming in and follows X3's shot, and continues as before.



18. Dribble, Shoot, Pivot — Pass Drill

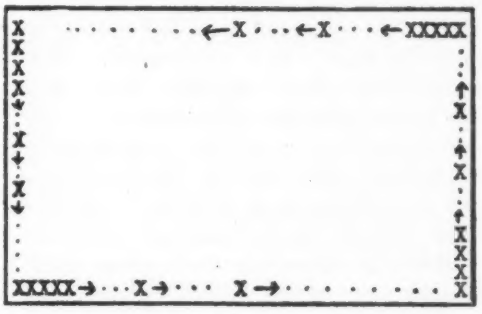
X1 dribbles in and shoots, recovers, passes to X2, and then charges toward X2 who pivots and dribbles in for a shot and recovers and passes to X3 who continues.



19. Blocking Drill

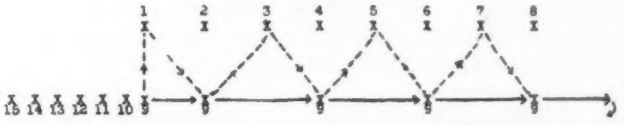
X2 passes to pivot man, X4, and breaks across to X1 who runs toward X4 and brushes off X3's guard at B. X3 receives pass from X4 and shoots or dribbles in for a basket.

20. Dribbling Drill



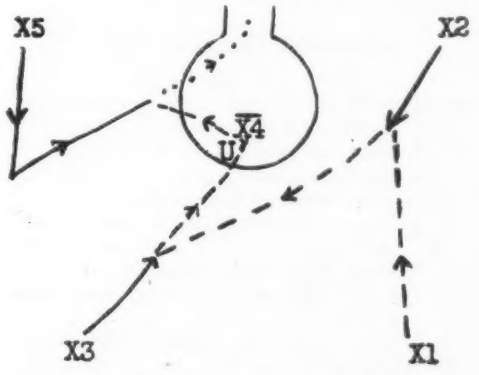
Station players in corners of gym keeping several balls in play.

21. Passing Drill



X9 moves along in front of line, practice timing passes. X9 goes to end of line behind X15. Keep several balls and several players moving at the same time. Player X10 starts play by passing to X2.

22. Timing Drill



Guard X1 passes to forward X2 who comes out of the corner to meet the pass. Forward X2 passes to guard X3 who passes to center X4. Center X4 pivots and passes to forward X5, who dribbles in and shoots. Forward X5 breaks as guard X3 gets ball from forward X2.

(Continued on Page 57)

A Progressively Arranged Apparatus Program

By

F. A. JOHNSON

Head of the Boys' Physical Education Department,
Wichita High School North,
Wichita, Kansas

THE APPARATUS program of Wichita High School North, given below, consists of progressively arranged exercises and objective tests. This material is practical and usable, having been tested over a period of three years with satisfying results. This material is not especially original. It is a practical selection of exercises arranged with the following educational values in mind: Is it progressive? Does it provide for increased neuro-muscular skill? Is it broad enough to cover individual differences?

The objective tests meet the accusations made by educators in past years that in physical education we grade only on attendance and docility. These tests are used at the end of six-week periods, and are posted on the bulletin board so that the various classes know on what they are to be tested. These tests, while progressive in nature and demanding an increase in neuro-muscular control, are not complete or scientifically determined. They represent what the large or average group can accomplish. They do not meet the need of the lower quartile composed of pupils unable to accomplish as much, or of the upper quartile made up of individuals with highly developed skills. In this respect they are not adequate. However, tests are now being worked out for these two extreme groups.

School administrators are challenging us as physical directors and teachers to show them a program that is educationally sound. The material below is an attempt to place one phase of physical education on such a basis.

The standards for the objective tests are first given.

Apparatus Objective Test

Horizontal Bars—High

Sophomores:
1. Knee hang; knee mount; single knee circle backward and forward.
2. Rear pull up.
3. Practice proper swing.

Juniors:
1. Body circle to front rest; S.U.D.
2. Knee swing up; single knee circle forward, backward.
3. Hock hang, hock dismount.

Seniors:
1. Body circle to front rest; back body circle; S.U.D.
2. Knee swing up: double knee circle forward; backward.
3. Upstart.

Horizontal Bars—Low

Sophomores:
1. Front rest; left leg ½ right; drop to knee leaning hang; knee mount; left leg ½ left to front rest; forward circle.
2. Side vault—chest high.
3. Single knee circle backwards.

Juniors:
1. Side vault ½ turn—chest high.
2. Back circle to front rest; rear vault dismount.
3. Knee hang; knee mount; single knee circle backward and forward.

Seniors:
1. Front rest; body circle; S.U.D.
2. Knee hang; knee mount; double knee circle backward; forward.
3. Muscle grind. Stand back to bar; lock elbow; circle bar backward throwing head forward, and body and leg; backward and upward over bar.

Bucks

Sophomores:
1. Straddle vault ½ turn.
2. Front vault—high.
3. Stand scissor backward.

Juniors:
1. Straddle vault with rope between take-off and buck.
2. Run, scissors backward.
3. Head spring.

Seniors:
1. High front vault with spring board.
2. Scissors both ways.
3. Straddle vault with spring board and rope.

Parallel Bars

Sophomores:
1. Outside seat on bar; ¼ turn to knee leaning rest; side vault dismount.
2. Single cuts at end of bar.
3. Cross riding seat—swing; front vault.

Juniors:
1. Back circle to knee leaning rest; squat vault dismount.
2. Double cut-off at end of bar.
3. Shoulder stand from cross riding seat.

Seniors:
1. Shoulder stand from swing.
2. Turn over dismount.
3. Upstart—or quick front or rear uprise.

Rings

Sophomores:
1. Proper swing.
2. Standing crow's nest.
3. Standing inverted hang.

Juniors:
1. Proper swing with ½ turn.
2. Swinging crow's nest.
3. Swing; back hang and return.

Seniors:
1. Swing; back hang; single cuts and catch.
2. Swing; inverted hang.
3. Dislocation.

Horse

Sophomores:
1. Chest stand.
2. Front rest; left leg ½ right; right leg ½ left to back rest; squat back through to stand; side vault dismount.
3. Straddle vault ½ turn.

Juniors:
1. Scissors at croup—both ways.
2. Squat to back rest; left leg ½ left; right leg ½ right to stand; straddle vault.
3. Head spring.

Seniors:
1. Scissors from saddle.
2. Side vault to back rest; left leg ½ left; right leg ½ right to stand; high front vault.

The next material will deal with the exercises on various pieces of apparatus, arranged progressively for sophomore students. In a later article, the exercises

arranged progressively for junior and senior students will be given.

Apparatus

Progressive Exercises for Sophomores

Side Horse

(Note—Keep squads C and D on the elementary exercises)

1. Momentary free rest at saddle.
2. Right side leaning rest; dismount forward; same left.
3. Side vault right and left over croup and neck.
4. Side vault right and left over saddle.
5. Side vault at ends with abduction of thighs.
6. Side vault at saddle with abduction of thighs.
7. Mount to right side riding seat. Left half right dismount.
8. Mount to right side riding seat; return to floor.
9. Mount to cross riding seat on croup, facing outward; dismount forward side. Same by neck.
10. Rear vault right and left over croup.
11. Rear vault right and left over saddle.
12. Mount to front leaning rest; dismount on forward side right and left.
13. Front vault at croup and neck.
14. Front vault at saddle.
15. Kneel left on croup, side vault right. Opposite on neck.
16. Thigh leaning rest; dismount forward.
17. Squat vault to floor.
18. Squat vault over croup and neck.
19. At croup, right half left, dismount, swing right.
20. At croup, front mount to right side, riding seat, dismount backward.
21. At saddle, right half left, squat backwards to floor.
22. Kneel right in saddle, side vault left.
23. At croup, double ½ left to back rest.
24. At croup, right ½ left and return.
25. Squat through to back rest.
26. Front vault right with ¼ turn left.
27. At croup, left ½ left, right ½ left.
28. At croup, left ½ left, dismount sideward.
29. Squat to back rest, squat right leg backward to side riding seat and return.
30. At croup, left ½ right, dismount sideways.
31. At croup, left ½ right, return.
32. At croup, left ½ left, return.
33. Squat vault at saddle with ¼ turn.
34. At croup, wolf vault right.
35. At saddle, wolf vault right and left.
36. Kneel in saddle, jump over, same with ¼ turns.
37. Flank vaults with ½ turns left and right.
38. Rear vaults with ½ turns left and right.
39. Wolf vaults with ½ turns left and right.
40. Straddle mount; dismount forward.
41. Straddle vault over croup and neck.
42. Straddle vault over saddle.
43. Thief vault.

Stunts to Work In

1. Pike dive.
2. Chest stand.
3. Mounting to stand between pommels, jumping for distance. Also with ½ to ½ turn.
4. Thigh leaning rest; forward roll on mat.
5. Back rest on near side. Body circle backward touching toes and return.
6. Shoulder stand on croup or neck.
7. Neck spring.

Long Horse

1. Run diagonal at side with rear vault.
2. Same with turns.
3. Run diagonal with side vault.
4. Same with turns.
5. Run diagonal with front vault.
6. Same with turns.
7. Run diagonal with squat vault.
8. Run diagonal with straddle vault.
9. Run diagonal with thief vault.
10. Run diagonal with sheep vault.
11. Straddle vault mount to cross riding seat on croup, front dismount right.
12. Straddle vault mount to cross riding seat in saddle, front vault right, ¼ turn left.
13. Repeat the same with rear vaults.
14. Same at neck.
15. Straddle vault mount to saddle, front leaning rest positions; straddle vault over end.
16. Same with turns.
17. Straddle vault to croup, front leaning rest, straddle vault over end.
18. Knee bend position, straddle over forward end.
19. Straddle vault mount to cross riding seat. Forward scissors, rear dismount.
20. Same with back scissors.
21. Squat vault mount to stand, straddle dismount over end.
22. Straddle vault mount to stand on saddle, straddle vault dismount.
23. Straddle mount to cross riding seat, front leaning rest, back straddle dismount.
24. Back straddle vault to cross riding seat on neck, rear dismount.
25. Same on saddle, front vault.
26. Forward straddle vault, placing hands on horse several times in succession.

Spring-Board

1. Jump.
2. Leap from floor from right foot to both on end, jump.
3. Leap from right with ¼ right turn.
4. Leap right to both on end, jump with ¼ right turn.
5. Leap, clapping hands over head.
6. Same under right thigh.
7. Same under both thighs.
8. Same behind back.
9. Short jump sideward.
10. Leap from right foot with ½ right turn.
11. Leap from right foot with ¼ left turn.
12. Leap from right to both on end jump with ½ right turn.
13. Jump with abduction of legs.
14. Jump, clicking heels.
15. Jump, touching hands to toes.
16. Jump, flexing legs, touching heels with hands.
17. Jump, thighs abducted and ¼ right turn.
18. Same with ½ turn.
19. Leap from right from floor with ¼ right turn to end of board, jump over sideways.
20. Use jumping standard with above exercises, working in competitive element as much as possible.

Elephant Leaping; Mats Over Parallel Bar

21. Front mount right to front leaning rest, dismount right.
22. Front vault right and left.
23. Front vault right with ¼ left turn.
24. Side vault left and right.
25. Knee bend position, dismount to forward side.
26. Squat vault.
27. Straddle mount, dismount to forward side.
28. Straddle vault.
29. Jump to stand on parallel bar. Jump forward.
30. Same with ½, ¼, full turns.
31. Same touching hands to toes.
32. Same touching hands to heels.

Flying Rings

Rings out of reach.

1. Jump to hang, pull up to bent arm, hang.
2. Jump to hang, flex thighs and legs.
3. Jump to hang, pull up to bent arm, hang, alternate, extension sideward of right and left arm.
4. Jump to hang, pull up to bent arm, hang with thighs and leg flexional.
5. Jump to hang, release right hand and grasp left wrist, return.

6. Hang, pull up, release right hand and grasp left ring, return.
7. Hang, rapid flexion and extension and flexion of thighs to front hang (toes touching rings).
8. Hang, swing, straight arm.
9. Hang, swing, bent arm.
10. Alternate rapid flexion to front hang, astride right and left and both arms.
11. Circle backward to back hang, dismount.
12. Circle backward to hang, return.
13. Repeat No. 12 several times in rapid succession.
14. Swing, pull up at ends of swing.
15. Swing, at end of forward swing rise to bent arm hang, lower on back swing.
16. Same with arm bend hang at end of back swing.
17. Combine No. 15 and No. 16 by straightening arms in middle of swing.
18. Back hang with head down and return.
19. Back hang with head down and forward circle.
20. Hang, straighten arms sideward, front body circle.
21. Repeat several times in rapid succession.
22. Swing; at end of forward swing ½ turn left; return to end of backward swing; rear dismount.
23. Same with right turn.
24. Crow's nest and return.
25. Same as No. 24, but straighten one leg backward.
26. As No. 25, but straighten left arm upward.
27. Back hang to crow's nest, return to back hang, forward circle dismount.
28. Front cut-off left; same right.
29. Swing, work up with double step on floor on forward and backward swing.
30. Swing, work up with double step on forward swings with ½ turns at end of forward swings.
31. Swing, flex thighs to front, hang at end of backward swing.

Parallel Bars

1. Jump to cross rest, dismount backward.
2. Jump to cross rest, "dip" four times, bend arms on forward swing, straighten on backward swing.
3. Jump to cross rest, swing forward and backward, dismount backward.
4. Jump to cross rest, walk forward on hands to far end of bar, dismount.
5. Front rest, cross riding seat, series of cross riding seats.
6. Front rest jump forward with short jerks to far end, dismount forward.
7. Run back vault left.
8. Same right.
9. Cross riding seat (hands in front) back vault right and left.
10. Outside cross seat on left bar, ½ right, turn to front leaning rest; dismount backwards. Same right.
11. Outside cross seat on left bar; back vault over both bars.
12. Same right.
13. Outside cross seat on left bar, ½ right turn to front leaning rest; side vault left and right.
14. Same as above with rear vaults left and right.
15. Rear vault with ¼ turns.
16. Jump to cross rest, swing, rear vault left and right with ½ turns.
17. Front vault left.
18. Same right.
19. Cross riding seat, swing, front vault left; same right.
20. Front vault left with ¼ turn; same to right.
21. Cross rest, swing; cross riding seat at end of forward swing. Place hands in front, push left leg backward and push off landing on right side of piece and facing forward.
22. Cross rest, swing forward and backward. On backward swing, cross riding seat; place hands behind and swing left leg forward and push off.
23. Cross rest swing; on backward swing scissors legs landing in cross riding seat facing opposite direction, front vault right with ¼ turn.
24. Same with forward scissors.
25. Side vault left and right.
26. Cross rest, swing, right leg cut-off left leg to front vault left.
27. Same to other side.
28. Swing front vault left and right with ½ turns.
29. Cross riding seat, forward roll to cross riding seat; back dismount left and right.
30. Cross riding seat, forward roll to cross riding seat, all the way across bar; front vault left and right with ¼ turn.
31. At end of bar, left cut left to original position on floor.
32. Same with right, right cut right.
33. Elephant leaping.
34. Swedish and Danish gymnastics.

Horizontal Bar

(bar height of chest)

1. Jump to front rest position.
2. Front rest, jump to extended underhang position.
3. Same returning to front rest.
4. Side vaults left and right without and with ¼ turns.
5. Back vaults left and right without and with ¼ turns and ½ turns.
6. Front rest, side vaults left and right without and with ¼ turns.
7. Front rest, back vaults without and with ¼ and ½ turns.
8. Side vault left and right to back rest.
9. Side vault left and right to back rest, legs ½ lever forward, dismount.
10. Front rest, S.U.D.
11. Hang, swing left to knee leaning hand outside hand. Knee mount. Right leg ½ left to back rest. Dismount forward.
12. Same with right.
13. Side vault left to back rest. Left leg ½ left to side riding seat. Drop to right knee leaning hang; knee mount; right leg ½ right to front rest, S.U.D.
14. Same to other side.
15. Front rest, left ½ right, single knee circle backward, left leg ½ left, front rest; S.U.D.
16. Same with right.
17. Front rest, left ½ right single back knee circle; S.U.D. from the side riding seat.
18. Same with right.
19. Front rest, left ½ right (reverse grasp) single knee circle forward. Left ½ left to front rest; S.U.D.
20. Same with right.
21. Same with S.U.D. from side riding seat position. Both left and right.
22. Front rest, drop to left knee leaning hang, knee mount; single back knee circle; S.U.D.
23. Same with right.
24. Front rest, left ½ right (reverse grasp) forward knee circle (ordinary grasp) back knee circle, S.U.D.
25. Front rest, left ½ right; right ½ left to back rest. Double knee circle backward; dismount forward.
26. Same with S.U.D. from back rest position.
27. Side vault left or right to back rest. Double knee circle backward; left leg ½ left (reverse grasp); single knee circle forward; S.U.D.
28. Back body circle to front rest, S.U.D.
29. Back body circle to front rest, right leg ½ left back knee circle, S.U.D.
30. Front rest, back body circle, S.U.D.
31. Long underswing left knee mount outside of hand, S.U.D.
32. Same with right.
33. Long underswing, left or right knee mount; left leg ½ left to front rest, back body circle, S.U.D.

Stunts

(Squad "A" only on high bar.)

1. Vault over bar for distance forward.
2. Underswing for distance forward.
3. Underswing over rope (using jump standards) for distance forward.
4. Underswing over rope for height.

Buck

1. Straddle vault.
2. Same with ¼ turns.
3. Spring landing on one or both feet in standing position. Jump off forward with and without half turns.
4. Side vault left and right.
5. Front vault left and right.
6. Back vault right and left.
7. Series of straddle seats.
8. Spring landing on knees on buck. Dismount forward off both knees.
9. Spring executing half turn, landing in sitting position (back rest) on near side. Dismount forward.
10. For two bucks (five feet apart) repeat Numbers 2, 4, 5, 6 with straddle or side vaults over first buck.
11. Front rest, straddle vault.
12. No. 11 with ¼ turns.
13. Straddle vaults with ½ turns.
14. Front vault right with ¼ left turn.
15. Back vault right with ¼ right turn.
16. Kneel, dismount forward with ¼ turn.
17. Approach with hops and straddle vaults.
18. Approach with hops and side vaults.
19. Kneel, place hands on far edge, straddle vault forward.
20. For two bucks (five feet apart) No. 11 on each buck; Nos. 12, 13, 14, 15, 16 with straddle or side vaults over first; Nos. 17, 18 over first buck.
21. Front rest, side and back vault.
22. Front rest, straddle vaults with ½ turns.
23. With front vault swing left straddle vault over right end of buck.
24. Front rest, squat vault through to back rest. Dismount.
25. Straddle vault over to back rest position.
26. Squat vault.
27. Squat vault to back rest position.
28. Double ½ right to back rest, back squat vault to front rest, straddle vault forward.
29. Series of straddle vaults for height and distance.
30. For two bucks (five feet apart) straddle or side vault over one; back vault over two; squat over one; straddle vault over second to back rest.
31. One hand straddle vault.
32. One hand straddle vault with right hand, with ¼R. turn.
33. One hand straddle vault, holding opposite hand on back of head; same—arm vertically.
34. Squat vault with ¼ turn.
35. Straddle vault—forward roll.
36. For two bucks (five feet apart) 31 over each; 32 over second; 33 over each; 34 over second; 31 over first, leap to stand on second; 35 over each.
37. Pike drive.

Rope Climbing

(Sophomores, Juniors, and Seniors)

1. Ordinary climb (hand over hand).
2. Climb without aid of feet (legs dangling).
3. Climb without aid of feet (knee kick on each step).
4. Climb without aid of feet (jumping with hands).
5. Climb, legs horizontally forward, rope between legs.
6. Climb, legs horizontally forward, rope outside of legs.
7. Stand between two ropes. Climb feet around ropes.
8. Same with feet dangling.
9. Same with legs raised horizontally forward.
10. With legs dangling, with jumping movement with hands.
11. Travel sideward from one rope to another.
12. Swinging with one rope.
13. Swinging with one rope, bending and lowering arms.
14. Climb upward while rope is swinging.
15. Swing with rope and vault over jumping standards.
16. Swing with two ropes, with various arm bendings.

"Progression is increase in height of climb and time element." Work is competitive element as much as possible, especially with juniors and seniors. (To be continued in January issue)

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AROUND THE COUNTRY

WITH J. E. ROGERS

The Office of Education, Department of the Interior, recently sent out to cities of 10,000 and over an inquiry as to what activities had been eliminated or curtailed since the last school year (1930-31). Of the 280 cities which have replied to date only 3 (10,000 to 30,000 population) have dropped physical education, but 2 others have eliminated supervisors of such activities. Only about 5 per cent of cities have curtailed this work.

* * *

Olivet College, Michigan, has cancelled its varsity football schedule and has given up all varsity sports. It has substituted a rich intramural program and has prescribed participation by all the students and the faculty.

* * *

It is with deep regret that I inform the readers of this page of the death of Mr. Henry Panzer, President of Panzer College. This is a great loss to physical education. Mr. Panzer received the Honor Award of the American Physical Education Association at the Trenton Eastern District Meeting in 1931.

* * *

Did you know that Jesse Williams was a distinguished orator at Oberlin College? He won the oratorical contest of the Ohio Northeastern District and was met at the station by the college brass band as a conquering hero. Those were the days! Oratorical contests meant something and were great events in the life of American colleges.

* * *

A health and physical education demonstration was given in the Weaver Health Building, Eastern Kentucky State Teachers College, Friday evening, October 7. About 2,500 teachers, parents, and others witnessed an exhibit demonstrating a well-balanced health and physical education school program.

* * *

H. E. Moore has been appointed Acting State Director of Health and Physical Education in Indiana by State Superintendent Cole. Mr. Moore is a member of the state staff and for the past year has been doing much toward developing a state-wide program in Indiana. Indiana is making real progress under Mr. Moore's leadership.

* * *

J. B. Nash was a famous debater in his college days at Oberlin and got his letter as center on the varsity football team.

* * *

Our good friends Chet Brewer and Miss Mary R. McKee, of the University of Missouri, are conscientiously developing two strong under-graduate courses in physical education for men and women. They are making a contribution to the mid-west, upholding standards in teacher-training. State Director Henry E. Detherage of Missouri is developing a common state-wide teacher-training program in Missouri, and has the active cooperation of the heads of the universities and state teachers colleges. If any state wants to get anywhere in an effective training program it is necessary that the state institutions get together and "play ball." At a recent meeting held at the University of Missouri the following people actively participated:

C. L. Brewer, University of Missouri, Columbia
A. W. Briggs, Teachers College, Springfield
Tad Reed, Teachers College, Warrensburg
Dan Faurot, Teachers College, Kirksville
Mr. Davis, Teachers College, Maryville
F. J. Courleux, Teachers College, Cape Girardeau

Oberlin has a special building for swimming with two pools and fine locker and laundry equipment.

* * *

Our past president, C. W. Savage, was a famous bicycle rider in his college days at Oberlin. He was color bearer of the bicycle club. But perhaps his greatest distinction was when he made a football run against Michigan of ninety yards. Football was football in those days.

* * *

Interesting News—There is no state football championship for boys in Virginia. There are no state or district or sectional championships for girls. The state is divided into two parts—east and west—for boys' football and the tournaments stop at these two sectional meetings. The number of games in the district has been cut. Invitational state-wide championship games have been cut out. It is understood that the same policy will start with football in 1933. In the meantime a fine state-wide intramural program is being developed. Virginia is doing much to promote and carry through the slogan "A game for every boy and girl, and every boy and girl in a game."

* * *

Delving into the past of our efficient Secretary-Editor we find these startling facts. Elmer Mitchell was captain of the Michigan varsity baseball team and played center field. He won the cup for the University bowling championship. He also played the saxaphone in the university band (sh-h-h-h, he has reformed).

* * *

The Physical Education Annual Report for 1932 has been presented by R. C. Tapp, Director of Physical Education, Minneapolis. This report is very illuminating and revealing. It gives valuable data in regard to (1) gymnastics, (2) swimming, (3) special activities, (4) organized club activities, (5) athletics (interscholastic), (6) intramurals, (7) girls' programs, and (8) girls' intramural programs. In all of these there was large participation and fine interest. It is interesting to see the 28 different intramural activities which are as follows:

Baseball	Indoor Pentathlon	Soccer Football
Basketball	Kick Baseball	Summer Ball
Boxing	Line Basketball	Swimming
Cross-Country	Line Football	Swimming Relay Meet
Diamond Ball	Line Soccer	Tennis
Football	Running Relay Meet	Touch Football
Free Throw Tournament	Servus Ball	Track
Golf	Skiing	Volleyball
Gymnastics	Soccer	
Hockey		
Horseshoes		

* * *

FALSE ECONOMY IN SCHOOL BUDGETS

Statesmen, the press, and the professions are warning against false economy in school budgets. They emphasize that education is society's "debt eternal" to boys and girls, and that adequate education for all the people is the source and sustenance of self-government. The cost of education in the United States is only 2.4 per cent of our national income, and only one-fourth of the total amount raised by taxation. Reduced expenditures of public money, as necessitated by present emergencies, should be made in fields of material development, such as road-construction or other building operations, rather than to deprive a child of his educational birthright as a future citizen in a democracy.

—From Michigan Education Journal, February, 1932—

Guy Morrison, Director of Health and Physical Education, Grand Rapids, played baseball with the Boston Braves and the New York Giants. With the Hartford baseball team he once pitched nineteen innings with a sore arm. Some guy!

* * *

Dr. J. H. Nichols, Oberlin, has developed a splendid intramural program with many activities and a wide participation. However, the outstanding development is that of the informal recreation program which is growing. Without schedule students participate in a wide variety of pastimes and sports, especially in bowling, tennis, handball, golf, and swimming.

* * *

Joseph Lee, President of the National Recreation Association, was a famous amateur boxer at Harvard. He loves to hike and has many hobbies. Perhaps his greatest love is to sail his boat off Cohasset beach.

* * *

There are many fine new junior and senior high schools being built with excellent facilities and equipment for physical education. Special mention should be made of the Walnut Hills High School, Cincinnati. It is a six-year high school with fifteen hundred students. It has a master gymnasium 80x150 which can be divided into two gymnasiums, one 40x60, the other 40x90. It has a splendid sound-proof door arrangement which really works and is sound proof. It has two swimming pools 25x60; also a corrective room; two health rooms; excellent individual showers for the girls; marble construction. It has a large ultra-violet ray machine. There are 25 acres of developed play areas. Three men and two women form the staff.

Dr. A. A. Knoch, Director of the Walnut Hills High School, is a pioneer in physical education not only in Cincinnati but in this country. He has served 37 years in the same school—since 1895. Some record, and our hats off to this loyal service.

* * *

Oberlin was one of the first colleges to introduce football in 1891. John Heisman was the first coach.

* * *

Our hats must be raised in respect to the early pioneers who gave so much in order to see physical education established in our different cities. Mr. William Kopp, pioneer in physical education in Chicago, has written an interesting paper of the early work in that city. In 1886, work was done with Henry Suder as teacher. This was made possible largely through the efforts of the Chicago Turn Gemeinde. The first manual was printed in 1886. In January 1889, four new teachers of the primary grades were appointed. They were: Fritz Brosius, Ernest Hihheler, Alvin Kindervater, and Joseph Koenig. In 1889, work was introduced in the high schools with W. B. Camann as instructor. In 1891, the first gymnasium was built with Mr. William Kopp as teacher. In 1925, the department was reorganized with Mr. E. C. Delaporte as director; Vera Gardiner was in charge of the girls' work, and H. R. Cook was in charge of the boys' work. A. H. Pritzlaff is now the director and is doing a fine job.

* * *

Miss Blanche Trilling, a great pioneer in our profession and still a leader, is actively on the job at the University of Wisconsin "making physical education essentially educational so that it will merit the respect and recognition of the general educator."

* * *

Special mention must be given to Mr. Tad Reed, Teachers College, Warrensburg, Missouri. Mr. Reed has conducted a fine program in athletics and physical education in that institution. He has built a splendid stadium and now is coming to the point of doing away with gate receipts, so he will not suffer from the pressure of public opinion or the downtown strategy boards who feel they have a right to control because they pay a dollar for admission. People will be invited to be guests of the institution and will receive cards of admission. This will mean a forward step in the effort to make athletics educational rather than commercial.

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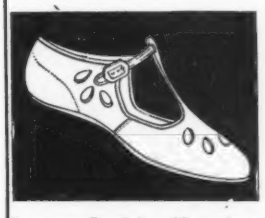

Leoway Sandal. Note how arch is protected from contact with floor. Sandal has elk sole; counter is double stitched. All sizes and widths, B to E. Black, white, tan, shades to order. $2.85 pair.

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Eastern District Association News

Compiled by Louis A. Alexander, University of Rochester, Rochester, New York

DELAWARE

George F. Hendricks

The Delaware State Health Council was organized October 19th, and is comprised of the following members: Hon. J. Henry Hazel, Lieutenant Governor, State of Delaware; Dr. Charles R. Jefferies, Dental Surgeon; Miss Etta J. Wilson, Executive Secretary of the Delaware Parent-Teachers Association; Mr. Doyle E. Hinton, Executive Secretary, Delaware Anti-Tuberculosis Society; Miss Pearl MacDonald, Nutrition Specialist, Extension Division of University of Delaware; Mr. Channing Wagner, Assistant Superintendent of the Wilmington Public Schools; Miss Marion F. Breck, State Supervisor of Home Economics, Secretary of the newly formed Health Council; Dr. C. A. Sargent, Director of Child Hygiene, State Board of Health, Vice-Chairman; and Mr. George F. Hendricks, State Director of Physical and Health Education, Chairman.

This group is not just another organization but is to be a blending and integration of all individuals and agencies who in the past have been carrying on projects relating to any phase of health. Definite projects before the group now are:

1. To establish a clearing house for the distribution of authentic health knowledge throughout the State to schools, communities, and organizations.
2. The promotion of a program for the correction of physical defects disclosed by examinations made among the school children throughout the state.

The annual meeting of the Delaware Interscholastic Athletic Association (D.I.A.A.) was held in October. Momentous questions presented were:

1. Ways and means of promoting intramural activities which are now receiving great impetus owing to a moratorium on state championships, which is in effect this present school year.
2. Plans and activities for the ensuing school year.
3. Further restrictions of inter-school activities for girls and confining such activities to the school day rather than after school or in the evening as has been the practice in the past.

Courses of study for physical and health education in the Delaware schools have been arranged in three separate booklets: one for rural schools (schools of five teachers or less); one for elementary grades (consolidated type); and one for junior-senior high schools. The first section of this course of study will be distributed shortly. The second section should be in the hands of the teachers and physical directors sometime in November. The third book will not be issued until next fall.

NEW JERSEY

Dr. Allen G. Ireland

In the passing of Henry Panzer, New Jersey has suffered an irreparable loss. Further than that, the nation and the entire profession the world over has lost a leader and a friend. New Jersey grieves for he was one not to be easily replaced.

Louis Kirsinger, for many years director of physical education in the Paterson public schools, recently announced his resignation and retirement. Greetings and best wishes for a deserved holiday are extended to Mr. Kirsinger by his many friends throughout the state. His successor has not been appointed, but the work is going forward under the able direction of Miss Margaret Millar, assistant supervisor.

Much interest is being shown in the sectional conferences being conducted by the State Department. Several of these conferences have already been held, attracting a good attendance and creating a new spirit in these difficult times. Practically the entire state is being covered by these meetings, and invitations are being sent to superintendents, supervising principals, and principals.

The annual one-day conference of the New Jersey Physical Education Society is scheduled for Elizabeth, Friday, December 9. Enter this date in your notebook and plan to be present.

Director Arthur G. Humphrey of the Jersey City Department has recently announced a series of fifteen radio broadcasts, scheduled weekly, and starting Tuesday, January 3, 1933. The series is devoted entirely to physical education and is intended to be a part of a state-wide publicity program being sponsored by district leaders in cooperation with the state department. This particular series will be broadcast by Station WHOM and the time is from seven-fifteen to seven-thirty in the evening. It is planned to have other series broadcast from other local stations.

By the time this issue of the JOURNAL reaches you, you should have received the new state department bulletin called *Standards in Physical Education.* This bulletin is designed to aid local administrators, supervisors, and curriculum construction committees in the evaluation of present programs and in the development of new standards. The reading of this material is encouraged. The next step should be a consultation with your superintendent or high school principal.

The physical education teachers in high schools are asked to secure their copies of the recently published monograph called *A Manual for Secondary Schools.* This bulletin is issued by the Division of Secondary Education but it contains an entire paragraph on health, safety, and physical education prepared by the Division of Physical and Health Education. It is suggested that you give this material careful reading in order that you may be prepared to discuss certain essentials with your respective principals.

RHODE ISLAND

Neva L. Langworthy

The Rhode Island Physical Education Association held its first meeting of the year 1932-33 in connection with the Rhode Island Institute of Instruction on Friday afternoon, October 28. The speaker was Dr. Jesse Feiring Williams, Professor of Physical Education, Columbia University, and President of the American Physical Education Association. Dr. Williams talked on "Education's Opportunity Today."

The address was followed by the annual business meeting and election of officers which are as follows: Miss Neva L. Langworthy, Instructor in Physical Education, Rhode Island College of Education, President; Mr. Leslie E. Swain, Associate Professor of Physical Education, Brown University, Vice-President; Miss Blanche Edwards, Instructor of Physical Education, Gilbert Stuart Junior High School, Providence, Secretary-Treasurer.

A course in "Methods and Materials of Health Education" is being given in Providence by Miss Mabel Bragg, Assistant Professor of Elementary Education, Boston University. The course is one of the Harvard-Boston University Extension Courses and is given in cooperation with the Rhode Island College of Education.

The course offers activities through which health education may become effective as a vital part of the school program. It also includes a study of health habits, health knowledge, health practices, the health of the teacher, and also a study of texts and other sources of material.

There are seventy-three members in the class, most of whom are teachers of physical education.

MASSACHUSETTS

Richard J. Schmoyer

The following items have been taken from the 18th and 19th News Letters sent to the teachers of health and physical education in the state of Massachusetts. These News Letters are distributed through the offices of Mr. Carl Schrader, State Supervisor of Physical Education.

The Boston Group, N.A.A.F., Women's Division, has made certain changes in its policies this year. In place of the regular monthly meeting there will be several general meetings. Committees have been formed to study certain fundamental athletic problems in this state. The first is the settlement house and its programs, of which Miss Ruth Bass, Field Captain of the Girl Scouts, is chairman; the second, track, field and swimming in clubs in and around Boston, of which Miss Margaretta Centerval, of Winchester, is chairman; the third, basketball and how it is played in this state, of which a chairman has not yet been chosen. Reports from these groups will be read in the general meetings, and it is hoped that a discussion of them will foster a greater interest in solving girls' problems.

There has been a re-wording of the platform of the N.A.A.F., and a study of it should tend to clear any misunderstanding about the organization's policy in girls' competition. The N.A.A.F. is not a reform society, but an organization which is sponsoring the finest ideals in girls' athletics. Its policies are developed everywhere, and its influence on educational problems is constantly progressing—nationally and internationally. The Boston Group has a part to play in the athletic situations of this state.

The local officers are: President, Lois Decker, Bridgewater Normal School; Vice-President, Lucille Washburn, Sargent School of Boston University; Treasurer, Ruth Bass, Girl Scouts; Secretary, Alma Porter.

Our Commissioner of Education, Payson Smith, has appointed the following committee to prepare new courses of study in physical education for grades one to six and for junior and senior high schools: Ruth Evans, Springfield, Chairman; Bessie L. Barnes, Brookline; Lois Decker, Bridgewater Normal School; Arthur L. Jones, Framingham; Richard Schmoyer, Lynn; Margaret Rowe, Needham; Josephine Bolger, Fitchburg Normal School; Grace Kuntz, Newton; Aaron Yeaton, Milton; Marion Roberts, Brockton; and William Whiting, Quincy.

Deerfield Academy, in Deerfield, has just completed a new gymnasium plant, of which it has every reason to be proud. The gymnasium, locker rooms, showers, swimming pool, and dressing rooms, are the very latest and best. There is also an athletic field of some thirty or forty acres, which is the scene of constant activity.

An intramural basketball tournament was carried on at the senior high school in Framingham, and 150 boys participated in it. The tournament was under the direction of Arthur L. Jones.

The Lynn Public Schools staged an ice carnival last winter which was the first of its kind to be held in Lynn, and approximately 5,000 persons took part in it. The competition included races of 50 yards for those from 10 to 12 years of age; 75 yards for those from 13 to 15, and 100 yards for those of 16 and over. There were also hockey games, running broad jump on skates, figure skating, partner races, and 200-meter races. There were 64 events in all, 15 of which were hockey games. The school children, both boys and girls, participated in the daytime, and programs were arranged for adults in the evening. No prizes were issued. The expense for lighting at night was taken care of by the Lynn sporting goods houses, and other friends, so there was no outlay of money involved for the school department.

William Stone, Supervisor of Physical Education in Chelsea, has completed an interesting study of correlation tests of competitive activities. His main purpose was to motivate program content, and put the pupil in competition with himself. Mr. Stone will be glad to have write to him anyone who is interested in the formula, or who would like further information concerning this study.

MARYLAND

Naomi M. Lantz

The Maryland Physical Education Association has started another year with a program that sounds more interesting than ever. The following officers have been elected: Miss Bertha Schools, President; Mr. Harold Callowhill, First Vice-President; Miss Marie Simes, Second Vice-President; Mr. Donald Minnegan, Treasurer; and Miss Naomi M. Lantz, Secretary.

In connection with the Maryland State Teachers Meeting in October the Maryland Physical Education Association held its first meeting with Dr. William Burdick of the Playground Athletic League presiding. Mr. Robert C. Thompson, Supervisor of Special Education in Maryland, gave a very short but interesting talk on the "Education of Handicapped Children" and made an appeal to physical educators for their support. It is always surprising to those of us who teach normal children (and still complain) to learn what this department is doing with the less fortunate. Mr. Charles English of Philadelphia talked on "Recreation in Public Schools" which certainly gave an up-to-the-minute idea of old man DEPRESSION and how he should be treated by real leaders in physical education. We also learned that there is another "R" added to the original three —RECREATION. Mr. E. W. Broom from Montgomery County of our own state told of a splendid piece of work being done concerning the "Well Being of the Child."

The Maryland News Letter published by the Maryland Physical Education Association will be with us again. This little leaflet certainly carries all the real news of the department and often gives some splendid ideas on some new "tricks" tried and proven by one who knows.

The Playground Athletic League sponsored Baltimore's first Modern Gymnastic Dance Institute. Through the courtesy of the Y.W.C.A., the Institute was held in its auditorium, from September 16th through the 27th. The Sargent School of Boston University released Miss Anne Cameron to teach, and she brought with her as musician Miss Dorothy Higgins.

There was an enrollment of fifty-one enthusiastic students, many of whom have continued to study this type of dancing in other studios. The consensus of opinion seems to be that much of the immediate use in teaching children from the fourth grade up was acquired and that this type of dancing has much to contribute to any activity program, aside from the fact that the dance itself is a pleasurable form of expression.

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Mid-West District Association News

Compiled by B. E. Bayh, Supervisor of Physical Education, Terre Haute, Indiana

IOWA

Louis E. Hutto

The Physical Education Association of the State of Iowa held its annual meeting on November 3 to 4 in connection with the meeting of the State Teachers Association. Owing to the depression the meeting was well attended probably because of the need for professional unity felt throughout the state. The treasurer's report was unique in that it showed an increase of nearly one hundred dollars in assets of the association during the year. Steps were taken in the Women's Section to form a state athletic league for girls. The committee on state standards reported that the standards would be issued within a short time for consideration by members of the association. The demonstrations were somewhat unusual in that only fundamentals of teaching were shown and finished shows were eliminated.

The state officers elected for the coming year are as follows:

State Association

President, Karl Greenlee, Woodrow Wilson Jr. High School, Des Moines.
Vice-President, Doris White, State Teachers College, Cedar Falls.
Vice-President, George Bresnahan, State University of Iowa.
Secretary, Martha Prior, Sac City.
Representatives on National Council: Elizabeth Halsey, State University of Iowa; and the president of the association.

Women's Section

President, Mrs. Theresa Anderson, North High School, Des Moines.
Secretary, Laura Hamman, East High School, Waterloo.

Men's Section

President, Fred Cooper, Fort Dodge.
Secretary, W. E. Officer, Iowa Falls.

Health Section

President, Louis E. Hutto, Des Moines.
Secretary, Jane Pettit, State Teachers College, Cedar Falls.

KANSAS

Edna McCullough

The annual meeting of the Kansas State Health and Physical Education Association was held in Topeka on Saturday, November 5, 1932. Mr. Strong Hinman, president of the Mid-West Association, gave an inspiring address on "The Challenge of the 1932 Physical Education."

Mr. E. A. Thomas, Executive Secretary of the Kansas High School Athletic Association, talked on "The New Kansas State High School Intramural Program." Mr. Thomas is doing a fine piece of work in arousing live interest in intramurals for high school boys, giving a chance to other than those who compete in interschool athletics. He was instrumental in having an intramural program established in 1930 for high school girls. Through a point system these girls may earn a state letter.

The Topeka Public Schools gave an interesting, varied, and comprehensive physical education exhibition in their fine new gym.

President, Mr. Merle Henri, Kansas City, Kans.
1st Vice-President, Miss Irma Jean Nevins, Pittsburg, Kans.
2nd Vice-President, Mr. L. P. Dittemore, Topeka, Kans.
Secretary-Treasurer, Miss Frances Thomas, Kansas City.
Representative, National Council: Strong Hinman, Wichita.
Representative, Mid-West Council: Mr. L. P. Washburn, Manhattan, Kans.

Miss Irma Jean Nevins and Mr. Merle Henri are to be commended on their efficient work on the publicity committee, which resulted in increased membership to our association.

At the State Council Meeting on Friday, November 4, at Topeka, further plans for the Mid-West Convention were discussed. All committees gave reports of progress.

The annual convention of the Kansas Women's Athletic Association was held at the Kansas State College at Manhattan, on Friday and Saturday, November 4 and 5. Practically all the colleges of Kansas sent representatives from their athletic associations.

The main topics of discussion were "N.A.A.F. and the Olympics," Clubs of W.A.A., Telegraphic Meets, Intramural Programs and Point Systems, Play Days, and Health Week.

A hockey rating examination for officiating was given under the direction of Miss Evelyn Hinton of Wichita University.

The delegates were guests of the Kansas State College Athletic Association at the Iowa State—Kansas State football game on Saturday.

The next convention in the fall of 1933 will be held at the Fort Hays State College, at Hays, Kansas.

NORTH DAKOTA

Della Marie Clark

On October 27, 1932, at a luncheon meeting held at the Ryan Hotel, Grand Forks, the North Dakota Health and Physical Education Association was organized with the following officers.

President, Miss Helen Westfall, Teachers College, Mayville.
Vice-Pres., C. A. West, U. of North Dakota, Grand Forks.
Secr.-Treas., Della Marie Clark, U. of North Dakota.
Six additional members at large:
Miss Pearl Keller, State Teachers College, Dickinson.
Miss Martha Sorenson, Jefferson School, Fargo.
Mr. P. E. Mickelson, Supervisor, Physical Education, Fargo.
Mr. Fred C. Spalding, Head, Department of Health and Physical Education, Valley City.
Miss Dorothy Cole, State College, Fargo.
Superintendent C. R. Robertson, City Schools, Jamestown.

We have thirty paid members to start with.

We owe thanks to Miss Bertha Palmer, the State Superintendent of Schools, for helping to put the proper type of physical education in the public and elementary schools of North Dakota.

Mr. J. E. Rogers was very generous in giving talks at the North Dakota Educational Association meetings held in Grand Forks, on October 26, 27, and 28. He talked at the Health and Physical Education Section, in the Elementary Section, the County Superintendents Section, and on the general program. He also met a group of directors actively engaged in training teachers of physical education and gave them some very good advice. At a luncheon meeting he gave valuable assistance in organizing a state health and physical education association.

The State Teachers College of Mayville had on display at the Educational Association, "Unit Number One," namely a very inexpensive group of apparatus that any school could collect or make.

Miss Helen Westfall of Mayville has been appointed Chairman of Physical Education and Miss Della Marie Clark of Grand Forks has been appointed Chairman of Recreation of the North Dakota Branch of National Congress of Parents and Teachers.

The following committee from North Dakota was selected to cooperate in the study of professional teacher training in physical education under the chairmanship of Mr. N. P. Neilson of California: Chairman, Helen Westfall, Mayville; Della Marie Clark, Grand Forks; Dorothy Cole, Fargo; Fred C. Spalding, Valley City.

WISCONSIN

C. A. Wangerin

The annual meetings of the Wisconsin Society of Physical Education were held in Milwaukee on November 4, 1932.

The social luncheon was an outstanding success largely due to the excellent entertainment which included a talk on "Play and Recreation" by Miss Dorothy Enderis, Assistant to the Superintendent in Milwaukee, and community singing led by the popular radio announcer, Mr. Alfred Buettner.

Mr. Emil Rath of the Normal College of the American Gymnastic Union spoke on "Core Activities in Physical Education" during the main meeting and led an enthusiastic discussion on the same topic.

The main objective of the society at present, namely the matter of state supervision, was tabled for the coming year due to economic conditions. In its place the attention of the members of the society is to be devoted to encouraging a better understanding of physical education among the educators of the state as well as the public. It is believed that this measure may combat to some degree at least the drastic cuts in budgets as well as personnel in various departments of physical education throughout the state.

Committees have been appointed to work through various local and state groups, such as the parent-teacher groups, American Legion groups, and service clubs.

The following officers were elected for the coming year:
President, Professor Guy Lowman, University of Wisconsin.
Vice-President, Mr. Robert Lewis, Milwaukee Schools.
Secretary, Miss Marie Adams, West Allis High School.
Treasurer and Editor, Mr. Chester Wangerin, Whitefish Bay.

NEBRASKA

Clyde Knapp

The proposed constitution for our new organization was presented at the physical education sections of the various districts of the Nebraska State Teachers Association, October 26-28, by the following men:

Alliance Convention—Mr. Rex Reed, Chappel
Kearney Convention—Mr. W. A. Roseney, Callaway
Norfolk Convention—Mr. Max R. May, Creighton
Omaha Convention—Mr. C. C. Hubbard, Omaha
Lincoln Convention—Mr. W. H. Lauritsen, Lincoln

We hope and believe that the several conventions will accept the constitution so that we may open a campaign for members.

Prominent among the physical educators who had places on the program during the Convention, October 26-28, were Major John L. Griffith, who addressed meetings both at Norfolk and Lincoln, and Dr. Morris Fishbein, who spoke at Lincoln.

MISSOURI

Ralph E. Wiley

Under the direction of Professor C. L. Brewer, Head of the Department of Physical Education, the University of Missouri now offers a major and a minor in physical education for undergraduates and for graduate students. There are forty-three courses open to undergraduates, sixteen of which carry graduate credit.

The Missouri State Physical Education Association held its annual meeting with the Missouri State Teachers Association, Kansas City, Missouri, November 9, 10, 11, and 12. President Alfred Anderson, Director of Physical Education, Kansas City, had prepared an excellent program. Mr. Strong Hinman, Wichita, Kansas, President of the Mid-West Section of the A. P.E.A., was a speaker on the program.

Miss Helen Manley, Director of Physical Education, University City, Missouri, has established a physical education program in her schools that is attracting national attention. The high school with an enrollment of 800 has two full-time men and two full-time women instructors in physical education. The junior high school with an enrollment of 1,000 has two men and two women instructors. Each elementary school has one instructor in physical education. Each class receives thirty minutes per day in the elementary school. The intramural athletic program reaches 95 per cent of the entire student body.

During the past summer the Springfield State Teachers College gave an exhibition of physical education work which attracted 10,000 people. Mr. Briggs, Director of Physical Education, has for many years attracted the attention of southwestern Missouri with his physical education exhibitions and outstanding May Day programs.

Mr. Alfred Anderson, Director of Physical Education, added summer school playgrounds to the Kansas City physical education program last summer. The fine success experienced would indicate that this feature will be continued in the future.

Mr. A. E. Kindervater, Supervisor of Physical Education in St. Louis, has been flooded with requests for the Elementary Course of Study for Physical Education published last year.

INDIANA

Thelma T. Harr

The second annual luncheon of the Indiana Association of Physical Education in Indianapolis, Thursday, October 20, offered much encouragement to those of us who are working hard for a large state association. Dr. Harriett O'Shea, Purdue University, emphasized the importance and opportunities that physical educators have in improving the mental health of the child, in a most inspiring address. Other honor guests present were: Nellie Lee Holt, Stephens College, Columbia, Missouri; E. D. Mitchell, University of Michigan, who spoke at the annual meeting of the Indiana High School Association; and Dr. Delbert Oberteuffer, Ohio.

The afternoon meeting broke all attendance records, with more than 600 interested physical educators present, as contrasted to 150 at last year's meeting, and many less than that two years ago. Nellie Lee Holt talked of "The New Dimension in Physical Education," and Dr. Oberteuffer spoke on "Problems of the Beginning Teacher of Health and Physical Education."

The Indiana Association of Physical Education is growing, the number of paid up memberships for 1932-33 already surpassing that of the past year.

Our second News Bulletin was issued recently and the issuing of each copy makes us feel closer together.

Many of our members enjoyed the address of Elmer D. Mitchell, Secretary of the American Physical Education Association, Thursday morning, October 20, given before the annual meeting of the Indiana High School Association. His address on "Intramural Athletics" was very interesting and helpful.

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Physiology

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Arthur H Steinhaus

Professor of Physiology and Director of the Y.M.C.A. College Laboratory for Physiologic Research in Physical Education, Chicago.

The series of which this article is one is an attempt to present and interpret to physical educators the results of some recent researches in Physiology which to the writer seem of importance to Physical Education. The articles cannot lay claim to scientific thoroughness. They must rely on their simplicity and essential accuracy to commend them to the reader. The bibliographical references should serve as starting points for any who desire to equip themselves with fuller information. (Reprints of the Steinhaus series may be secured at a nominal cost from the A. P. E. A., Box 362, Ann Arbor, Mich., or from the author.)

20. Skeletal Changes Due to Exercise

DO "EXERCISED" bones grow larger? Does strenuous exercise produce any harmful change in the joints? It is very difficult to answer these questions on a factual basis.

Aron (1923) and Arnold (1930) attempted to answer the first question from studies of growth in children. They believe to have observed that children who exercised much attained their full height more slowly than those who did not. On the other hand, they observed that such children showed greater increases in girth measurements. Kohlrausch (1924) made careful measurements of arm and leg lengths of students in the "Deutsche Hochschule für Leibesübungen" in Berlin before and after a season of sports and concluded that in these college students use of a limb induced growth in bone lengths. He has also observed that the left hand of a bass viol player is often considerably larger than the right. Kohlrausch develops the theory that the pressure effect of exercise on the epiphyses of bones stimulates growth up to an optimal length and beyond this point retards growth. Thus too little exercise might account for undersized development as well as for "overshooting" the average. It is clear that more studies designed to answer the question are necessary.

Some interesting data have come from animal studies. Müller (1923) worked with rats in which he had skinned one leg and sewed it up under the skin of the trunk. A tibia or radius inactivated in this way for six weeks was regularly 1 to 1½ mm. longer than its mate from the active side. Friedländer and Thierse (1928) inactivated one limb in dogs and rabbits by means of a stiff bandage. In rabbits they also employed the method of cutting the nerves to one leg. Such inactive bones were found to be lighter in weight, higher in water content, and lower in mineral matter; and the x-ray picture showed rarification of the bone, i.e., there was less of the substance which throws an x-ray shadow. These findings, indicative of atrophy, they attribute to a reduced blood supply due to less exercise. This is in line with the not uncommon observation that the x-ray pictures of bones long held in splints following an injury show a reduction in density of the bony tissue compared with pictures taken immediately after the injury. Friedländer and Thierse found also that these inactivated bones were longer and slenderer than their active mates from the other side; and there was evidence of more active growth in the epiphyseal line. These differences they believe are due to the absence of the normal stimulus to lateral growth supplied by pulling muscles at their points of attachment and to the absence of the growth slowing effect of pressure on the ends of long bones.

In 1927, Baetzner, a Berlin surgeon, wrote a small book in which he published many x-ray pictures of the joints of athletes. He contends that very strenuous, highly specialized forms of sport which subject the joints and joint surfaces to terrific jerks and pounding, such as the quick stops and turns in soccer football and the punching action of boxing, lead to slowly cumulative changes in the cartilage and bones entering into the joint. These changes include: (1) enlarged bony processes marking origins and insertions of the muscles most used; (2) irregular extension of the articular surfaces giving the appearance of a flattened head or shallow socket—a similar appearance may mark an early stage in arthritis deformans; (3) accessory bones of the sesamoid type, particularly in the olecranon region of the arms of wrestlers and in the patellar ligament of sprinters; (4) foreign bodies, probably cartilagenous, within the joint capsule; (5) degenerative changes of the articular cartilage evidenced by shredding, chipping, softening, splitting, and dissolution, also inflammatory proliferation of cartilage and bone. He emphasizes the point that these changes are not due to an injury in the usual sense of the word but due rather to the cumulative effects of many minor insults. Pitzen (1928),

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Heiss (1929, 1931) and Hora (1931) have made observations on many apparently normal athletes which, in general, lend support to Baetzner's position. Knoll's (1931 a, b, 1932) findings, though in part similar to those of Baetzner, lead him to contend that such changes without a history of ordinary injury sufficient to account for the x-ray findings are much less common than is claimed by Baetzner. It is Baetzner's view that torn cartilages represent the final giving way of a tissue which has suffered subacute injuries over a long period.

This question of whether the very strenuous, highly specialized activity required in athletic competition today is really beyond the physiological margin of safety in joint tissues is one of the "hot spots" in the German sport literature. I hope some competent American roentgenologist will join in the battle.

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Footnotes on the Olympics

(Continued from Page 31)

of the games, in all probability, was the Olympic Village. The climate, which behaved marvelously, maintaining a cool temperature throughout the meet, the unusually fast track, constructed of a local dobe peat, the extraordinary hospitality which was everywhere apparent, all no doubt affected the games. But the Olympic Village operated directly on the athletes themselves. Every athlete had his own quarters, and each national group was provided every specialized equipment which it desired, to maintain morale and give complete service to the men on its teams.

Special kitchen and facilities for preparing foods, to which the various national representatives were accustomed, were built; and in several instances, elaborate bathing establishments were constructed to conform with the established habit of some of the foreign guests. The Finns, like the Japanese, begin their shower-baths with cold water, gradually raising the temperature while the bath attendant stimulates circulation by slapping the body of the bather with heavy towels. The Japanese change the temperature of the bath by gradually introducing steam. Learning that special cooking equipment, types of foods or bathing accessories were desired by any national representation, the local committee built into that nation's housing quarters, the desired facilities.

Located out on the hilltop, well removed from the disturbing city life, the athletes were afforded pleasant and quiet quarters, each group having its own section of the uniform individual cabins, with their own dining hall and bathing establishments.

The flag of the nation represented flew on the staff in front of the cabins, and each nation had its headquarters offices in the series of buildings flanking the main entrance to the Village where visitors might inquire about athlete friends or discuss the chances of their favorite heroes with the secretaries and officials of the national Olympic delegation. Men visitors, with the permission of each nation's headquarters might be admitted to the Village. Women visitors were allowed only in the ladies parlor beside the main entrance.

Two things, I believe, made the Village important to the success of the games. The athletes were able to maintain training habits, keep themselves in condition and bring the competitive standards to the highest levels in the history of Olympic contests, and the Village unquestionably was an important factor in all this. In the second place, housing of national groups in the same general area, provision of motion pictures and other entertainment in the outdoor amphitheatre, and the unavoidable contacts in coming and going, contributed to broader acquaintance and the formation of international friendships impossible under other conditions.

Conceived for the purpose of promoting international understanding and goodwill, Olympic games in the past have sometimes been felt to have results which did not bear witness to the accomplishment of the intended purpose. Evidence was rather convincing, I believe, that the Los Angeles meet did materially add to international amity. I think unquestionably, the Village was the biggest factor in bringing this about.

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THE Michigan Department of the American Legion at its 1932 State Convention went on record as urging the local posts throughout the state to lend their support and to aid in the development of programs of recreation and physical activity.

The following resolution was passed:

"The American Legion, Department of Michigan, calls to the attention of its many posts the opportunities they have to serve the youth and the adults of the state by aiding the promotion of programs of recreation and athletic activities. The Legion has been and always will be interested in the youth of the country. For them, participation in clean, wholesome athletic activities will always be one of the best means of development of good sportsmanship, good citizenship, and healthy living.

"The present economic situation has forced much leisure and unemployed time upon adults and youth alike. Activity, both mental and physical, is highly desirable in such a period of uncertainty. American Legion posts by their own activities, by their Junior Baseball sponsorship, and by their moral support of municipal, school, and private oraganization recreation programs, can render real service throughout the state.

"The Department of Michigan urges each local post (1) to study the recreation needs and opportunities of the youth and the adults of its own community, (2) to aid established organizations now carrying on recreation programs, and (3) to express to municipal authorities its belief in the value of the development of recreational and athletic activity programs.

"Believing these steps are essential to the continued development of future citizenry and are in support of the national Americanism program of the American Legion, the Department of Michigan hereby adopts this Resolution at its annual convention August 22-23, 1932."

* * *

GOOD Food for Little Money is the name of a new nutrition leaflet published by the American Child Health Association and distributed at nominal cost. This practical guide, prepared by Lucy H. Gillett, advises on the wise and economical selection of foods for the family. It lists those foods that will protect health, build sound bodies, and develop resistance to disease. It also suggests a week's food orders for families of various sizes. Prices for the leaflet range from 3 cents a copy to 1 cent a copy for four copies, and even lower prices for larger orders. Address the American Child Health Association, 450 Seventh Avenue, New York City.

* * *

PHYSICAL Education for Senior High School Boys and Girls has just been published by the Curriculum Committee of the Denver Public Schools.

STATISTICS collected on a nationwide scale by the Office of Education in Washington, D.C., reveal the following significant facts:

Public elementary and high school students number approximately 25,000,000. College and University attendance numbers over a million full-time students and about one-quarter million part-time students. Twenty-three of every 1000 adult Americans are college graduates. One hundred twenty-five of every 1000 are high school graduates.

The chances of a boy or girl going to high school, which were only 1 in 25 in 1890 are now 1 in 2. The chances of a boy or girl going to college, which were only 1 in 33 in 1900, are now 1 in 6.

One of every 4 Americans attended some kind of school during the past year.

Ten cents per day paid by every person of voting age in the United States would pay the entire bill for public education: Per year for each child: elementary, current expense, $67.82; high school, $144.03; college and university, $500.

* * *

THE Welfare and Relief Mobilizations Association, 420 Lexington Ave., New York City, of which Newton D. Baker is Chairman, has just released a statement of facts relative to the effects of the depression upon the mental and physical health of coming generations of American citizens. Increase in fatigue and lack of energy was much in evidence in the 1932 summer camps and difficulty was experienced in helping the children forget their home situations. Many of the entrants to children's institutions are underfed. Many parents are now unable to afford medical services and this has affected adversely those children with remedial defects. The Association warns that tuberculosis and rickets will greatly increase unless the public and private health services are run at full efficiency during this crisis. In order to place the situation firmly before the public attention, a series of thirteen bulletins, *Behind the Front Lines*, has been prepared at a cost of $1.00 a set or 10 cents each. These bulletins give facts, figures, and statements on Character-building Agencies, Public Health Nursing, Tuberculosis, Hospitals, Nutrition, Transients, Mental Hygiene, The Dependent Child, Child Health, Social Hygiene, Social Case Work, Protective Measures for Children, and Emergency Relief.

* * *

A VERY complete program has been arranged for the annual meeting of the American Student Health Association, December 28 and 29, 1932, at the Hotel Astor, New York City. The program as submitted by Dr. Marion Rea, University of Pennsylvania, Secretary of the Association, contains five interesting sessions. Nationally known speakers from over the entire country will discuss such subjects as Informational Hygiene, Problems of Health Service, Physical Activities, Health Problems in Women's Colleges, Departmental Organization, and Administrative Hygiene.

* * *

THE Michigan Department of Health, with the cooperation of the Detroit Department of Health, is sponsoring a one-day conference on bathing places which will be held on Saturday, December 10, Webster Hall, Detroit. The aim of this Conference is to promote interest in and further the development of the safety and sanitation of bathing places.

THE officers of the Research Section of the American Physical Education Association would like to hear from anyone having research completed, or under way with the probability of completion within the next few months, who plans to be in attendance at either the national meetings of the A.P.E.A. or any of the sectional meetings, and who would be willing to report the results of such researches. Please send an outline of the project to C. H. McCloy, Secretary of the Research Section, at the State University of Iowa, Iowa City, and indicate which of the meetings you plan to attend.

MORE than 6,400 parent-teacher associations participated in the Eighth Annual Summer Round-up of the Children, a campaign designed to send to the entering grade of school a class of children as free as possible from remedial defects. This is the major health project of the National Congress of Parents and Teachers. Approximately 76,000 children entering school for the first time were examined under parent-teacher association direction last year. A number of child welfare projects sponsored by this National Congress are described in a news bulletin issued in November from the national offices at 1201 Sixteenth St., N.W., Washington, D.C.

CONVENTION DATES

Mid-West District Association
.....March 27-April 1, Wichita, Kans.
Eastern District Association
.....April 5-8, Springfield, Mass.
Northwest District Association
.....April 5-7, Spokane, Wash.
American Physical Education Association Jointly with the Southern District....April 26-29, Louisville, Ky.

THE Sportsmanship Brotherhood has announced three speakers for its luncheon meeting on Tuesday, December 27, at the Town Hall, New York City. The general topic will be "Sportsmanship in Reorganization," which will be discussed by Chancellor Flint of Syracuse University, Coach Alonzo Stagg of Chicago University, and Coach Fritz Crisler of Princeton University. There will also be a breakfast meeting of the Hermann Jordan Committee at 8:30 on Wednesday, December 28, at the Hotel McAlpin.

* * *

OUR genial field secretary, James E. Rogers, is busy in many ways besides promoting physical education legislation, making speeches, and collecting peppy news items for his page in the JOURNAL. He is not only the author of a splendid new book, *The Child and Play,* which appeared early last summer but has also contributed two articles to recent educational journals. In *School and Society* of September 24th he discusses "The Educational Significance of the Ages of Junior High School Boys and Girls"; and in the *Journal of Education* of September 5th he assures us that "Physical Education Gains Ground." These are only accidental findings by the editor and no doubt a thorough search of educational journals would uncover many more excellent contributions from his pen.

* * *

PHYSICAL Education and Health Education as a Part of All General Teacher-Training Curricula is the title of a recent booklet (No. 10) issued by the Department of the Interior, Office of Education, Washington, D. C. The study was compiled by Marie M. Ready of the Office of Education, and is available at nominal cost.

A mimeographed radio talk on "Physical Education as a Vocation" by Dr. Ready is also available for distribution from the Office of Education.

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State Teachers College, Slippery Rock, Penna	73
Columbia University, New York, New York	64
Pennsylvania State College, State College, Penna.	58
State Teachers College, West Chester, Penna.	53
Temple University, Philadelphia, Penna.	33
University of Alabama, University, Alabama	23
University of Florida, Gainesville, Fla.	23
Arnold College, New Haven, Conn.	21
University of Nebraska, Lincoln, Nebraska	19
Ithaca College, Ithaca, New York	19
New York University, New York, New York	18
Bouve-Boston School of Phys. Educ., Boston, Mass.	17
State Teachers College, E. Stroudsburg, Penna.	17
University of Washington, Seattle, Washington	15
Mills College, Mills College, Calif.	13
Oberlin College, Oberlin, Ohio	13
Battle Creek College, Battle Creek, Mich.	12
Kendall College, Chicago, Ill.	11
Hanover College, Hanover, Indiana	11
University of Michigan, Ann Arbor, Michigan	11
University of Oregon, Eugene, Oregon	11
Kansas State College, Manhattan, Kansas	10
West Virginia University, Morgantown, West Va.	10
University of Wisconsin, Madison, Wis.	10

* * *

A REPRINT entitled "A Résumé of An Integrated Health Education Program in Secondary Schools," by Miss E. Ferne Harris, may be obtained for 10 cents from the Nassau County Tuberculosis and Public Health Association, 471 Franklin Ave., Mineola, New York.

* * *

THE American Child Health Association, 450 Seventh Ave., New York City, has prepared copies of annotated bibliographies of the material on health education and related subjects that it has for distribution. Single copies of this bibliography will be sent free on request. Quantity orders will be furnished at cost price.

* * *

THE offices of the JOURNAL appreciate receiving regularly the physical education bulletins of New York (edited by W. W. H. Mustaine), Massachusetts (edited by Carl Schrader and Alma Porter), Michigan (edited by A. W. Thompson and Lera Curtis), and Colorado (edited by Fred W. Huling and Edna Willis). The *Discobolus* of Cincinnati (edited by W. K. Streit) also brings to us many live and timely items. The News Bulletins of the National Recreation Association are indispensable. It is interesting to note that the California Association, under its new president, Charles W. Davis of Berkeley, is planning a state news letter. If any other states or cities are issuing news bulletins of this nature, the JOURNAL will be glad to be put on their mailing list.

* * *

PROFESSOR Guy S. Lowman has recently been elected chairman of the Wisconsin Physical Education Association for the coming year.

* * *

THE first cumulative volume of the *Education Index* has just been published. It contains references to the current literature of the educational field. This literature is made readily accessible, through indexing, to libraries, research departments, and interested individuals. The index was begun in 1929 by the H. W. Wilson Company of 950-72 University Avenue, New York City. The first permanent bound cumulation will cover the three and one-half year period from January 1929 to June 1932. By consulting the *Education Index* in the nearest library our readers will be able to locate articles that have appeared in the JOURNAL OF HEALTH AND PHYSICAL EDUCATION and the *Research Quarterly* during this three-year period.

SCHEDULE OF HOLIDAY MEETINGS TO BE HELD IN NEW YORK

The American Football Coaches' Association ..... Dec. 26-27 Pennsylvania
The Society of Directors of Physical Education in Colleges ..... Dec. 27-28 Astor
American Student Health Association...Dec. 28-29 Astor
National Collegiate Athletic Assn.....Dec. 29-30 Astor
Sportsmanship Brotherhood Luncheon Meeting ..... Dec. 27 Town Hall
National Physical Achievement Standards Committee ..... Dec. 27 N.R.A.
College Safety Breakfast Meeting.....Dec. 27 Astor
State Directors of Health and Physical Education .....Dec. 27 Town Hall
Intramural Group .....Dec. 27-28 Astor
Hermann-Jordan Committee Breakfast Meeting .....Dec. 28 McAlpin
Women's Division N.A.A.F.....Dec. 29 Shelton
Springfield Alumni Luncheon.....Dec. 29 Astor
A.P.E.A. Women's Rules Committee .....Dec. 30 N.R.A., 315 4th Ave

Monday, December 26

9:00 A.M. American Football Coaches' Association ..... Pennsylvania
2:00 P.M. American Football Coaches' Association ..... Pennsylvania

Tuesday, December 27

8:15 A.M. College Accident Study Breakfast Meeting (N.Y.U) ..... Astor
9:00 A.M. American Football Coaches' Association ..... Pennsylvania
9:00 A.M. Society of Directors of Physical Ed. in Colleges .....Astor
12:30 P.M. Sportsmanship Brotherhood Luncheon ($1.25) ..... Town Hall
2:00 P.M. American Football Coaches' Association ..... Pennsylvania
2:00 P.M. Society of Directors of Physical Ed. in Colleges .....Astor
2:00 P.M. Intramural Group .....Astor
2:00 P.M. Society of State Directors of Health and Physical Ed. .....Town Hall
4:00 P.M. National Physical Achievement Standards Committee .....N.R.A., 315 4th Ave.

Wednesday, December 28

8:30 A.M. Hermann-Jordan Committee Breakfast (Sportsmanship Brotherhood) .....McAlpin
9:00 A.M. Society of Directors of Physical Ed. in Colleges .....Astor
9:30 A.M. American Student Health Assn.....Astor
9:30 A.M. Intramural Group .....Astor
12:30 P.M. American Student Health Association Luncheon ..... Astor
2:00 P.M. Society of Directors of Physical Ed. in Colleges ..... Astor
2:00 P.M. American Student Health Assn.....Astor
8:00 P.M. American Student Health Assn.....Astor

Thursday, December 29

8:30 A.M. American Student Health Exec. Comm. Breakfast ..... Astor
9:00 A.M. National Collegiate Athletic Association ..... Astor
10:00 A.M. American Student Health Assn.....Astor
12:00 M Springfield Alumni Luncheon..... Astor
2:00 P.M. American Student Health Assn.....Astor
9:00 A.M. National Collegiate Athletic Assn.....Astor
6:30 P.M. American Student Health Exec. Comm. Dinner .....Astor
7:00 P.M. Banquet of Women's Division N.A.A.F. ($1.50) ..... Shelton

Friday, December 30

9:00 A.M. National Collegiate Athletic Association ..... Astor
9:30 A.M. A.P.E.A. Women's Rules Committee ..... N.R.A.
2:00 P.M. National Collegiate Athletic Assn.....Astor

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(J. of H. & P. E. 12-32)

Way of Education

(Continued from Page 20)

Objective test and measuring devices for testing most of the abilities called into play in physical education are in a pioneer stage of development. However, there is a considerable and growing body of objective data to which we can refer. Inter-correlation coefficients between these types of abilities may be expressed in tabular form. The following table shows the situation, assuming fairly homogeneous grouping:

APPROXIMATE COEFFICIENTS OF CORRELATION BETWEEN ABILITIES INVOLVED IN PHYSICAL EDUCATION

Abilities Considered	Approximate Correlation
Organic strength with muscular strength	.3
" " " motor abilities	.2
" " " neuro-muscular skills	.1
" " " social abilities	.1
" " " emotional control	.2
" " " rhythm abilities	.1
" " " mental abilities	.1
" " " sensory abilities	.2
Muscular strength with motor abilities	.4
" " " neuro-muscular skills	.3
" " " social abilities	.1
" " " emotional control	.2
" " " rhythm abilities	.1
" " " mental abilities	.0
" " " sensory abilities	.1
Motor abilities with neuro-muscular skills	.4
" " " social abilities	.1
" " " emotional control	.2
" " " rhythm abilities	.3
" " " mental abilities	.0
" " " sensory abilities	.3
Neuro-muscular skills with social abilities	.1
" " " " emotional abilities	.2
" " " " rhythm abilities	.2
" " " " mental abilities	.1
" " " " sensory abilities	.3
Social abilities with emotional control	.4
" " " rhythm abilities	.1
" " " mental abilities	.5
" " " sensory abilities	.1
Emotional control with rhythm abilities	.2
" " " mental abilities	.2
" " " sensory abilities	.3
Rhythm abilities with mental abilities	.1
" " " sensory abilities	.2
Mental abilities with sensory abilities	.2
Average inter-correlation	.194

In considering the coefficients of correlation given in the above table, it must be admitted at once that all of them are approximations and that many of them are little more than guesses. The lack of accuracy is due, of course, to the scarcity of standardized tests and objective data. Nevertheless, we are fairly safe in assuming that the true inter-correlations when found will not be high.

Although all of these types of abilities function to some extent in the classroom pursuit of academic school subjects, as they do in every activity of life, most of them function to a relatively slight degree. This is especially true when academic subjects are taught by the recitation-lecture method. Such types of abilities as organic strength, muscular strength, motor abilities, rhythm abilities, emotional control, and social abilities function markedly in physical education and relatively little in most other school subjects. This is also, in part, an explanation of why some pupils receive high marks in academic school subjects and low marks in physical education, and vice versa.

It is because of the fact that in physical education we are attempting to educate a considerable number of distinctly different types of abilities, abilities which receive little consciously directed training through other school subjects, that educators are warranted in thinking of physical education as a way of education rather than as simply another school subject.

What Price Posture?

(Continued from Page 15)

symmetrical positions in recumbency for the infant should all contribute to the best ground-work for the development of good body mechanics.

Then, in a general way, for the child who has reached the so-called preschool age (two to six years) and has begun to show evidences of faulty body mechanics, utilization of the keen imitative tendencies of this age in play and games which compel the exhibition of good "posture" will insure the acquisition of the early fundamentals of good body mechanics.

In later childhood (six to twelve years) and perhaps even in the later stages of the preschool age, with some children whose physical and mental coordination is farther advanced than is usual at that early age, purposeful exercises in body mechanics should constitute the "posture" training. These exercises are to be differentiated from those usually designated as calisthenics, now so generally the vogue in most public schools. The latter bring about the mechanical correlation of the various systems of the body only indirectly and most inefficiently. And since only with such mechanical correlation can there be the best function of those systems, more or less formal exercises planned chiefly to induce good body mechanics should replace the calisthenics prescribed at present in the physical education programs of most communities.

Then if the same types of exercises advocated for the group six to twelve years of age are prescribed, with perhaps some modification for the older children (i.e., for those from the age of twelve up to the time when they leave the grade schools) the habits of good body mechanics should have become fixed. Of course, children in this age group who have attained and continued to retain A and B body mechanics grades at check-up examinations, might be excused from the prescribed "posture" exercises.

TO CARRY out such a general plan of body mechanics training would require supervising instructors in physical education who themselves had been adequately trained in the principles of body mechanics as an introduction to the whole subject of physical education. Such instructors would always make the principles of

good body mechanics the underlying basis of all games and exercises they taught, and would require the exhibition of good body mechanics at all times. Such instructors would also teach the principles of good body mechanics to the grade teachers and supervise the latter as they in turn inculcated the principles upon the students at work and at play in the classroom.

All this instruction, as was proved in the Chelsea Survey, could be given by the regular grade school staff without undue rearrangement of the school activities or increase in curricular work. And the effect of such instruction over a continued period of time should eventually be a race of individuals which, on the whole, should have good body mechanics associated with good health. Of course there would still remain some who would have poor posture. It would be too much to expect everybody to acquire and retain good body mechanics even if the means we advocate were afforded. We still have ignorant and mentally untrained individuals in our country and that in spite of the fact that the means for acquiring education is theoretically afforded everyone through our public school system. Yet no one, I dare say, would advocate abolishing our public school system because *everybody* does not avail himself of all the advantages offered by it.

With the opportunity for the acquisition of good body mechanics afforded by universal posture training, good body mechanics would, as a rule, be acquired and then retained. The Hoover White House Conference presented evidence to substantiate the "carry-over" of improved habits of posture. Girls who improved their ratings in body mechanics while under instruction at private schools maintained that improvement and in some cases even advanced their grades while at Smith College, where, because of their high ratings, they were exempted from further posture training.

Thus we believe that good body mechanics is conducive to good health. But good body mechanics is not prevalent. Improvement in body mechanics, however, can be acquired and such improvement does "carry over" if it is effected by training adequately prolonged to insure the formation of good posture habits. Such instruction is feasible in the grade schools without disruption of the curriculum. Therefore we maintain that training in body mechanics is distinctly worthwhile, and should be made universal in schools.

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Organization and Administration

(Continued from Page 5)

natural sciences, a committee on literature, one on household arts, one on industrial arts, one on school activities, and so forth. Physical education should make a large contribution in each and every one of these fields. Physical education should likewise profit greatly from intimate contact with other specialists in the joint formulation of the school program. Such a procedure would go far in the establishment of physical education upon a financial status of the type previously recommended.

As was indicated at the beginning of my remarks, the suggestions that have been offered are more in the way of thinking out loud rather than ultimatums. It is hoped that the profession of physical education will at least consider the issues that have been raised and continue to strive to make healthy citizens of this country a reality rather than a wish.

The Play Day

(Continued from Page 34)

HIGH JUMP

(1) Blue (Lavender)					(2) Purple (Red)					(3) Yellow (Pink)				
Name	1	2	3	Best	Name	1	2	3	Best	Name	1	2	3	Best

(4) Green (Brown)					(5) Orange (Gray)				
Name	1	2	3	Best	Name	1	2	3	Best

The above chart was for the instructor or student assistant who had charge of that particular activity. One team followed another throughout the five periods of the morning. Each participant had, in addition to her color badge, a small card with the events in the order in which her team would participate and with a number beside each event to designate the place. With this protection it was practically impossible for anybody to stray. In case of any complication the instructor at the event had only to double check, using her own chart, the player's ribbons and card.

Miscellaneous Points

1. Luncheon in the school cafeteria, where each team had its own table decorated in its colors, was a howling success. In spite of the strenuous morning activities, there were few signs of fatigue as a hundred and twenty girls sat down to eat and sing and yell for their teams. Captains were elected and announced at this time. The President of the Girls Athletic Association at Bosse High School had charge of the luncheon meeting. The G.A.A. presidents of Reitz and Central were asked for short speeches and each responded enthusiastically while the girls cheered and yelled for "Another Play Day Soon."

2. No attention was paid to individual marks. During the second period in the morning when a girl went over the high jump at four feet, nine inches, the news spread all over the field that a "Bosse girl had broken a high jump record"; by afternoon, however, this girl was simply the "Captain of the Lavender team" which was, incidentally, the high point team of the day.

3. Scores were announced at lunch time. Teams received 5—3—1 points for first, second, and third places respectively, won by their members, and also received five points for winning a game.

4. Members of the high point team for the day received white ribbons as winner awards.

5. Physical education instructors were assisted by practice teachers from Evansville College, instructors from the three high schools, and boy students from each school.

6. A school nurse was on duty during the day.

7. Equipment was gathered from the three schools by one of the school trucks. School custodians were helpful in laying off the field, marking lines, making jumping pits, etc.

8. Before the play day each instructor collected lunch money from her forty girls and substitutes so there would be no confusion at the lunch counters. Each girl wearing a color badge had paid and was given her lunch without any question.

The committee believes that in affording the opportunity for girls from the different schools to get together in a day of play, that the play day serves a worthwhile purpose.

Needs for Girls

(Continued from Page 28)

chief problems here, the overcrowding of classes, and the large number of students assigned to each teacher are perhaps the main difficulties in maintaining an ideal department.

6. The classification of students according to ability is difficult because the facilities and equipment are utterly inadequate to meet the needs of excessively large classes.

7. The teacher has little chance to know her students individually, and therefore loses interest in them as individuals.

8. A program of intramural activities is often limited, not because of small numbers, but because of lack of time and space to accommodate all those who are interested.

9. The teacher's load is apt to be heavy and the necessary clerical work for large numbers of students an unnecessary burden.

General problems.

10. Although no opinions were requested on the subject of health education, a great number were offered

concerning the lack of health teaching appropriate to the high school age. Attention to personal problems, including menstruation, sex education, and mental hygiene was stressed, as well as the organization of the general health education program. The teaching of first aid in high school is suggested.

11. The junior high schools in general need more fully trained teachers of physical education and health in place of the regular classroom teacher who is often promoted from a grade classroom to the special subject teaching of the junior high school.

12. The vocational guidance counselor should be informed concerning the profession of physical education in order that she may guide more efficiently the girl whose interest is in this career.

13. Over stimulation of the social life of the student should be avoided.

14. The program should be planned with proper provision for the girl of average ability.

Problems in Need of Further Study

1. There are many problems which require further study before the profession as a whole will be satisfied with the program of physical education for girls in the secondary schools. Among these are the analysis of a so-called "natural program"; a better method of stimulating an interest in health practices; the health examination and use of the records thereof; the teaching of sex education; the need of special corrective work; the use of tests and measurements in classification of students for types of activity to suit physiological and psychological age; standards in grading; standardization of objectives and activities; a greater breadth of program in order that each girl may find something of interest; the teaching of activities which will function in adult life; advantages of an elective program in senior high school; the education of newspapers in the publicity of girls' activities; the education of the public to sponsor as good facilities for girls with their intramural program as for the boys' varsity athletics.

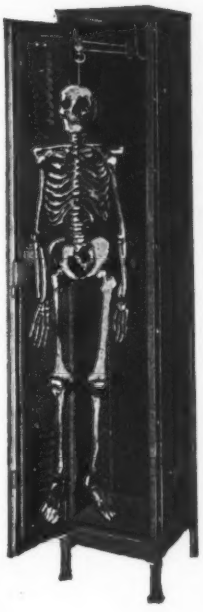
Basketball Habit Drills

(Continued from Page 37)

General Basketball Suggestions

1. Drills should be part of the regular offensive and defensive system and as near game-like conditions as possible.
2. Drive hard when going under basket.
3. Possession of the ball is the password in basketball.
4. Follow through well on all shots.
5. Practice charging fast on loose balls rolled on the floor.
6. Stay between your man and the basket on defense.
7. Use regular tip-off plays on all jump balls when you have a tall man jumping.
8. Have boys practice dribbling with their eyes closed.
9. In early season practice permit the offense to practice against second team defense.
10. Practice dribbling down a line taking two steps on one side and then two steps on the opposite side of the line.

HUMAN SKELETON



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An Opportunity and a Challenge

(Continued from Page 16)

are also more nearly related to the fundamental emotions out of the training of which only can we hope to develop the emotionalized attitudes which must form the basis of fine character.

In the past a majority of physical educators have displayed an amazing lack of appreciation of the possible social-moral values inherent in the physical education program, and an even more appalling ignorance of how these values may be attained. The conduct of our programs of interschool and intercollegiate athletics is an example to the point. These competitive sports with their demand for manly qualities and their deep emotional appeal, offer one of the best possible opportunities for the practice of fine living. In many schools they serve this purpose. But many another school and college program of sports is still permeated by a spirit of unfairness, trickery, insincerity, and downright dishonesty.

If physical education along with education in general is to accept the challenge of the times we must get down to the business of making our work contribute in the fullest possible measure to the development of attitudes of cooperation, sincerity, and fair dealing upon which we may hope to build a worthwhile society.

Obviously this challenge calls upon every physical educator to evaluate himself as an exponent of these qualities. It calls upon each one of us to consider well how our leadership may promote the practice of fine living. It calls upon the teacher-training institution to assume a much greater responsibility in this connection. Prospective teachers must no longer be subjected to a mere smattering of loose talk about social-moral values. They must be thoroughly and precisely trained in the functions of leadership and in the operation of the laws of learning as they apply to social-moral training. Prospective teachers who show no appreciation of the responsibility they face in this direction must be weeded out.

There must be a constantly increasing pressure to eradicate the fundamentally unsound practices in the sports programs of the institutions of higher learning, particularly because these practices tend to contaminate the programs of the schools at large.

Events of the past two years emphasize the fact that a country without a program is in a precarious situation in difficult times. A hopeless welter of minorities with divergent purposes and points of view is obviously no good basis for national progress. Physical education and the young people under our charge have both suffered ill effects of a similar lack of unified purpose and program. Knowing at first hand the tremendous possibilities for social and moral good inherent in the program over which we preside, and realizing how far short we have been falling of attaining maximum possibilities, there is a very strong appeal in the possibility of a national working conference of leaders in all branches of sports and physical education, animated by the sole purpose of setting up standards and methods of procedure representative of the best thought of the profession. Out of such an undertaking might very possibly come a program to which we could all subscribe, and which might form the basis of unified thinking and united effort that would enable us better to meet the social-moral challenge of our times with a consciousness of having kept the faith reposed in us.

Classification of Children

(Continued from Page 21)

Exponent	Height	Age	Weight	Exponent	Sum of Exponent
12	62–63	15–6 15–11	116–120	12	30-34 F
13		16– 16–5	121–125	13	
14	64–65	16–6 16–11	126–130	14	35-38 G
15	66–67	17– 17–5	131–133	15	
16	68	17–6 17–11	134–136	16	39 and above H
17	69 and over	18 and over	137 and over	17	

If it seemed desirable to set up a new classification scheme built upon the formula .303 A + H + .2W, it would be a very simple matter. The procedure might be as follows:

1. Formulate a table of exponents, coefficients, or weightings for age by multiplying each age in months from 9 yrs. 6 mos. to 16 yrs. 6 mos. by the factor .303. Beginning at 9 yrs. 6 mos. the coefficients will read 35, 36, 37, etc., up to 60.
2. The height exponent is computed as the height of the individual in inches—51, 52, 53, and so on up to 72.
3. Formulate a table of weight values by multiplying possible weights by .2. This table would read as follows:

Weight in Pounds	Exponent or coefficient
48—52	10
53—57	11
58—62	12

etc.

4. The sum of operations 1, 2, and 3 will give the classification index for any individual. These will ordinarily run between 99 and 155. Classes may very reasonably consist of from 7 to 10 exponent numbers each, thus,

Class A	109 and below
Class B	110—119
Class C	120—129

etc.

The Carriage Business

(Continued from Page 13)

Moliere in one of his plays makes a dancing master say, "All the mistakes of men, the fatal reverses that fill the world's annals, the shortcomings of statesmen and the blunders of great captains, arise from not knowing how to dance." We specialists are all like

the specialist in dancing, and if the posture specialist finds that most of our ills are due to a faulty carriage we should be very charitable.

Fortunately, damaged carriages (aside from the running gear) are not very common. They belong to the realm of pathology and of the orthopedic surgeon. Every "cure" cures for the time being, and to the long view the results in these cases are often disappointing. But this does not mean that we should not do the best we can for them.

TO SUM up briefly, from the short view of the subject, a so-called improvement in carriage can be brought about in a large percentage of children. This occurs because of the great elasticity of the spine. By the long view, our carriage is shaped by heredity and very early conditions including developmental accidents and disease. It cannot be essentially changed for the so-called better except perhaps as to the position of the head and shoulders. It may change in the opposite direction and the best we do is to use what preventive means we can, including simple exercises for extending the spine. Whether these exercises have any effect save upon the position of the head and shoulders, we do not know. We know definitely that the simple work now carried on in classrooms by physical educators and regular teachers produces in the long run as good results as that directed by orthopedic surgeons and carried out in costly clinics. We certainly have no business wasting time and public funds in trying to do the impossible.

Hold on to Health

(Continued from Page 10)

others in the department of sociology, others as part of a course in recreational leadership. At the summer school camp of the New York University Department of Physical Education, through the courtesy of Dr. Nash, a course has been arranged for Camp Fire Girls executives.

Dr. Nash, who is well known in the physical education field not only for his work at New York University, but for his widely read books, *The Administration of Physical Education* and *Spectatoritis,* in addressing a leaders' training course said:

"The Camp Fire Girls program is the program of *doing.* Everything is dependent upon leadership because those things that Camp Fire stands for must be caught, not taught—they must be caught from the leaders. So it gives you an ideal opportunity for organizing the activities of girls of the teen age. It makes it possible for Executives and Guardians to set up a natural leadership of girls. The Camp Fire Girls program presents activities, not for the sake of activities, not for skill in making symbols, nor for earning Honors, but for the sake of learning the lessons of life through activities; learning the lessons of life in a natural way, in an atmosphere of freedom and under friendly guidance. The lessons of life are by-products of activities, of education, of leadership."

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New Books Received

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Charges and Fees. Report of a Study. (National Recreation Association, 1932) 158 pages. Paper $1.00. Cloth $1.50.

In this period of economic depression, many cities are debating the problem of increasing fees for recreational facilities, which increase would undoubtedly decrease participation. Questions such as the legal liabilities entailed by charging fees, on which facilities charges are justified and on which they are not justified, and others, are involved in the framing of a policy of charges and fees for community recreation facilities and activities in public park, recreation, and school systems. This is an interesting and timely study made by the National Recreation Association for the purpose of ascertaining present practices and trends of cities as regards public play and recreation work of park, school, and municipal recreation bodies.

The Art of the Foil. Luigi Barbasetti. (E. P. Dutton & Co., 1932) 276 pages. $5.00.

This volume appears in Italian, German, and English. The author is a great authority on the art of fencing. The book presents the theory and technique of the foil in a very clear and complete manner and also contains a short history of fencing. It is well illustrated with line-cuts and half-tones. Both student and teacher of fencing will find the book very helpful.

Habits for Safety. Harry W. Gentles and George H. Betts. (The Bobbs-Merrill Co., 1932) 228 pages. 67c.

This is a textbook for use from the fifth grade through junior high school. It presents facts concerning accidents and develops a program of activities for the purpose of promoting safety. Definite instruction in first aid is included in the book. The material is clearly and interestingly presented, with numerous illustrations.

Greek Games. Compiled by Mary Patricia O'Donnell and Lelia M. Finan. (A. S. Barnes & Co., 1932) 170 pages, 50 illus. $4.00.

Each year since 1903, Barnard College has presented the Greek Games. This book describes the organization and significance of the games and dances in the hope that it may serve as a foundation upon which other groups may build their original dramatic performances. Definite descriptions with music are given in the case of a few dances. The book contains interesting illustrations, the organization of the preparatory work throughout the school year, detailed descriptions of the athletic events and methods of scoring, also an important bibliography.

Correctives in Dance Form, Book II. Exercises by Portia Mansfield. Music by Louis Horst. (J. Fischer & Bro., 1932) 8 pages. $2.00.

Corrective exercises done in rhythm are much more interesting than those done alone and without music. The authors have made interesting group formations of exercises which they publish in two books, including appropriate music. The work has been used at the Perry-Mansfield Camp at Steamboat Springs, Colorado.

Legend of the Moat. (Play with incidental dances for children.) Libretto by Mary E. Partridge and Buena Carter. Music and Dances by Buena Carter. (Clayton F. Summy Co., 1932) 35 pages. 75c.

The story is told by grandmother while the Irish fancy in three flights is being enacted by the children. Music for the dances accompanies the booklet.

The School Health Program. White House Conference on Child Health and Protection. (Century Company, 1932) 400 pages. $2.75.

This book summarizes the findings of the various committees appointed by the White House Conference and working on child health and protection in its numerous ramifications. The summarized reports deal with medical, dental, nursing, and nutrition services in the schools; mental and social hygiene in schools; the school plant in its relation to the well-being of the children; health education in elementary and secondary schools; health problems in the kindergarten, in rural schools, private and parochial schools, and in schools for Negro and Indian children. It also deals with physical education in schools, the administration of the school health program, home and school cooperation, safety education, summer vacation activities of the school child, and the education of teachers and leaders in health work. Dr. William H. Kilpatrick presents a philosophy of education in an introductory section.

Physical Education Activities. Theodore Cramlet and Russell C. Hinote. (Dodd, Mead & Company, 1932) 301 pages. $2.00.

This comprehensive and practical book gives a program of intramural gymnastics for secondary schools. It first suggests ways of motivating an intramural program, then describes in detail numerous activities under the headings of tumbling, hand-balancing stunts, foot tumbling, flying rings, horizontal bar, trapeze, body-balancing stunts, juggling and balancing, pyramid building, etc. The book is illustrated with some two hundred line drawings. Next follows a discussion of gymnastic equipment and its construction.

Part II deals with the organization of a gymnastic circus program. This is taken up in great detail in its numerous ramifications and will be most helpful. A general and a selected bibliography add to the value of the book.

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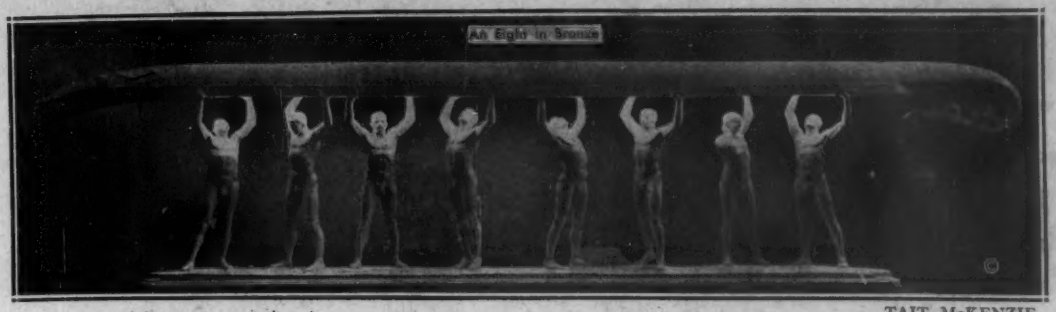

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